

PRACTICAL
ENGLISH COMPOSITION;

PART I., OR JUNIOR SERIES,

CONSISTING OF

FOUR COURSES OF EXERCISES,

PROGRESSIVELY ARRANGED,
AND DIVIDED INTO APPROPRIATE LESSONS.

By RICHARD HILEY,

LATELY PRINCIPAL OF THE LEEDS COLLEGIATE AND COMMERCIAL SCHOOL;
NOW OF THE GRANGE, THORP-ARCH, NEAR TADCASTER.

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ADVERTISEMENT.

THE present Manual, the result of actual experience, was drawn up with the intention of enabling a child, at eight or nine years of age, to commence the Art of Composition, and advance by easy and graduated lessons, from the simplest subjects level to ordinary apprehension, till he should have acquired some degree of facility in the arrangement of his thoughts as well as correctness of expression. For this purpose, the first lesson has been so framed as to become either the basis of the second, or an appropriate introduction to it, the second to the third, the third to the fourth, and so on throughout. All anticipation and precipitancy have been carefully avoided. For, it is a maxim, trite indeed, but of invariable importance, that he who wishes successfully to instruct youth in the Art of Thinking and Composition, must, in these, as in other branches, be content to follow Nature, to add line to line, and precept to precept, here a little and there a little as the mind expands.

Not only has attention been paid that the lessons be naturally progressive in difficulty, but that the subjects introduced be such as will require the discrimination of the Pupil, and deserve a place in his memory for future service. As early impressions are the most permanent, advantage has been taken of gradually leading the mind to form some notion of those subjects which will subsequently occupy so much of its

attention and investigation. This mode is perhaps the best that can be devised for creating habits of observation and reflection, and may be extended in the more advanced stages of Education. At the rate of two lessons per week, the whole of the chapters will be completed in the course of Three Years and a Half.

The Author recommends the Abridgment of his English Grammar to be studied simultaneously with this Work, afterwards, the Pupil can proceed with advantage to his larger treatises.

LEEDS COLLEGIATE AND COMMERCIAL SCHOOL,
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Note.—This work has been recently introduced into the Government Schools by her Majesty's Privy Council for Education.

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JUNIOR ENGLISH COMPOSITION.

FIRST HALF-YEAR.

COURSE I.—PART I.

CHAPTER I.

NOTE.— This Chapter should be answered *viva voce*, and not written.

SECTION I.—EXERCISES ON *FAMILIAR OBJECTS* AND *THEIR QUALITIES.*

LESSON 1.

1. Mention the *names* of the things that you see before you.
2. in the school.
3. in the house.
4. in the play ground.
5. in the garden.
6. in a farm yard.
7. in a church.
8. in a ship.
9. in a room.

LESSON 2.

1. Enumerate the *parts* of a book.
2. of a chair.
3. of a table.
4. of a house.
5. of a garden.
6. of a school.
7. of a library.

LESSON 3.

1. Enumerate the streets of the town in which you reside.
2. the churches and other places of worship, and the ministers of the same.
3. the large public buildings, and their particular object.
4. the villages and gentlemen's seats near the town.

LESSON 4.

1. Mention all the things that you can recollect that are either *globular* or *square*.
2. all the flowers that have an agreeable smell.
3. the different birds of prey;—beasts of prey.
4. all the horned animals.
5. all the quadrupeds;—bipeds.
6. the vegetables which grow in the kitchen garden, and their uses.

LESSON 5.

1. Mention several *adjectives* applied to *motion*.
2. *verbs* denoting *motion*.
3. *adjectives* applied to *rest*.
4. *verbs* denoting *rest*.
5. *verbs* denoting *smelling*.
6. *verbs* denoting *tasting*.

SECTION II.—EXERCISES ON WORDS HAVING AN
OPPOSITE SIGNIFICATION.

LESSON 6.

Instead of the *adjectives*, *nouns*, *verbs*, &c. given in the following Lesson, the Pupil is required to name other *adjectives*, *nouns*, *verbs*, &c. which have an opposite signification.

Thus, the adjective having an opposite signification to *white* is *black*; the noun opposite to *peace* is *war*; the verb opposite to *wander* is *settle*.

EXERCISE.—Happy, hope, goodness, knowledge, cheerfulness, virtue, industry, sincerity, docility, temperance, justice, prosperity, passionate, candour, freedom, hot, crooked, vigorous, tall, beautiful, quick, enmity, delight, pleasure, savage, wise, conceal, noble, rise, south, east, want, external, absent, none, few, dark, tight, strength, sweet, large, hard, modern, behind, early, cool, busy, high, wide, thick, native, muddy.

LESSON 7.

Mention the words *opposite* in signification to the following ;—

Proud, eternity, poverty, conquerable, day, praise, silence, all, blessed, health, right, homely, merry, child, gentle, eve, pure, warm, discordant, remote, hilly, liberal, perfect, good, bending, below, barren, sparkle, refuse, banquet, sharp, joy, debase, impart, swim, stern, storm, long, young, friend, full, lose, triumph, live, forget, soon, bloom, vulgar, moderation, humanity, numerous, impertinent, future, reveal, truth.

SECTION III.—EXERCISES ON *ELLIPSIS*.

LESSON 8.

An *Ellipsis* signifies the *omission* of some word or words, as in these examples ;—“A ... man ;” “John reads ... lesson.” When the words are supplied, the phrases will be, — “A *good* man ;” “John reads *his* lesson.”

1. Supply appropriate *articles* to the following words ;—

... Flower, ... acorn, ... apple, ... clouds, ... fields, ... rainbow, ... honour, ... pens, ... Thames, ... Humber, ... Pope, ... Queen, ... sun, ... moon, ... river, ... tables, ... variety, ... sea, ... laws.

2. Supply appropriate *substantives* to the following adjectives, as in these examples ;—“A *swift* ... ;” “A *tall*” When the substantives are supplied,

the clauses will stand thus ;—“ A swift *horse* ;” “ A tall *man* .”

EXERCISE.—A woody ..., a gloomy ..., an aged ..., a nodding ..., a shady ..., a thatched ..., a little ..., a country ..., a ruined ..., a stately ..., a ragged ..., a high ..., a rapid ..., a winding ..., a crystal ..., a fertile ..., a charming ..., an old ..., a rural ..., a splendid ..., a royal ..., a flowery ..., a fine ..., a large ..., the biting ..., a whistling ..., a beating ..., a barren ..., a glassy ..., a heavy ..., a pure ..., a swelling ..., a sultry ..., a towering ..., a cloudless ..., the hollow ..., the neighing ..., the sabbath ...

LESSON 9.

1. Supply appropriate *adjectives* to the following nouns, as in these instances ;—“ A ... man ;” “ A ... house ;” “ The sky is” When the *adjectives* are supplied, the clauses will stand thus ;—“ A *good* man ;” “ A *large* house ;” “ The sky is *blue* .”

EXERCISE.—... Beef, ... bread, ... cakes, ... pies, ... nuts, ... cheese, ... fowls, ... eggs, ... ducks, ... geese, ... milk, ... door, ... wood, ... lime, ... slate, ... room, ... hall, ... chair, ... tea, ... desk, ... box, ... glass, ... knife, ... fork, ... plate, ... spades, ... bedding, ... face, ... eyes, ... mouth, ... teeth, ... lips, ... cheeks, ... hands, the ... sun, the ... stars, the ... wind, ... snow, ... brass, ... gold, ... lead, ... mountain, ... lake, ... river, ... sea, ... valley, ... island, ... shore, ... cliff, ... beach, ... sand, ... forests, ... gardens, ... roses, ... horse, ... sheep, ... goat, ... dog, ... wolf, ... salmon, ... herring, ... butterflies, ... serpent, ... viper, ... toad, ... frog, ... flies, ... bees, ... wasps.

2. Supply the *pronouns* in the following phrases ;—

EXERCISE.—... am writing. ... art industrious. ... is disinterested. ... honour them. ... encourages Command We assisted completed my journey. Our fears will detect It was ... choice. Our best friends are tell ... of ... faults, and teach ... how to correct

LESSON 10.

1. Supply appropriate *verbs* to express the *cries*, *actions*, or *motions* of the animals and things mentioned in the following Exercises. Thus, "The dog ...;" "The ass ...;"—"The dog *barks*;" "The ass *brays*."

EXERCISE.—Birds ..., the parrot ..., the dove ..., the cock ..., the raven ..., the horse ..., the cow ..., the lion ..., the snake ..., the sheep ..., the cat ..., the wolf ..., the fish ..., the worm ..., the pig ..., ducks ..., the lark ..., the bee ..., the sparrow ..., the peacock ..., the feet ..., the tongue ..., the nose ..., the eyes ..., the hands ..., the teeth ..., the rain ..., the sun ..., the wind ..., the grass ..., a ship ..., the hail ..., fire ..., a top ..., corn ..., gold ..., diamonds ..., water ..., snow ..., thunder ..., lightning ..., the stars....

2. Supply *nouns* denoting the *objects* of an action; that is, nouns governed by some transitive verb, as in these examples;—"John strikes the *table*;" "He mended the *pen*." Here, *table* is governed by *strikes*, and *pen* by *mended*.

EXERCISE.—I have written a The sun melts The dog caught I heard The cow gives Boys love Mary dressed Soldiers defend He recited She may play He read I honour John has cut A robber killed The clock marks The earth completes its

LESSON 11.

1. Supply *adverbs*, of *time*, *place*, or *manner*, to the following verbs. Thus, "John *never* writes;" "He *sat there*;" "He speaks *slowly*."

EXERCISE.—Alexander sings He ran The orator spoke I shall see him His brother was ... absent. Can you speak to me ...? He came ... at the proper time.

The task is ... performed. ... will they arrive? We ... resolve. but ... perform. ... shall we stop?

2. Supply the *prepositions* in the following sentences;—

EXERCISE.—Bind them ... thy neck. The shepherd was ... his flock. Abraham bowed ... the people of the land. The shattered vessel disappeared ... the waves. He sat ... the fire. The ship went ... the wind. He ran ... the hill. He sailed ... the stream. The general was ... the fort. The boat sails ... the lake. He was ... the house. I will make thee ruler ... many things. He set his face ... the wilderness.

3. Supply the *conjunctions* in the following sentences;—

EXERCISE.—Copper, iron, lead, are most useful metals. Yesterday was cold, wet, windy. Flowers bloom die. John is here, Thomas is absent. The sun warms, lights, charms mankind. A good man loves his country, his family, his friends. Thomas writes well, expeditiously. The earth is at one period of the year nearer to Sirius ... at another, ... the size of the star is not altered thereby.

LESSON 12.

Supply the words *omitted* in the following sentences, so as to make sense of the whole.

EXERCISE.—'T is education ... the common mind;

Just as the twig ..., the tree's inclined.

Disappointment ... in many a prize,

As bees in ..., and stings us with success.

The rose is ..., but it is surrounded with ... : the lily of the ... is fragrant, but it springs up amongst The spring is ..., but it is soon ... ; the summer is bright, but the winter destroys its The rainbow is very ..., but it soon ... away; life is good, but it is quickly swallowed up

There is a land, where the roses are without ... ; where the flowers are not mixed with In that land, there is ... spring,

and light without any The tree of ... grows in the midst of it; rivers of ... are there, and flowers that never Myriads of ... are there, and surround the throne of ... with a perpetual The angels with their ... sing ... continually, and the cherubim fly on This country is ...; it is the country of those that ...; and nothing that is wicked must inhabit.... The ... must not spit its venom among ...; nor the poisonous hen-bane grow among sweet ...; neither must any one that does ill ... into that good land.

This earth is pleasant, for it is ... earth; and it is filled with ... things. But that country is far There we shall not grieve any ..., nor be ... any more, nor do ... any more. There the cold of winter shall not ... us, nor the heats of summer ... us. In that country there are no wars, nor quarrels, but all dearly ... one another. When our parents and friends die, and are laid in ..., we see them ...; but there we shall ... them again, and live with them, and be ... no more.

LESSON 13.

Supply appropriate words in the following sentences;—

EXERCISE.—The sparrow has only two ...; but it has also two...: it is clothed with...; and lays...; and belongs to the class of animals which are called

The herring has neither legs nor ...: it has neither hair, like the...; nor feathers, like the...: but it is covered with.... It can neither walk, like the...; nor fly, like the...: but it can ...; that is, it can ... from place to place in the water. For this purpose, it uses its ... and its tail.

The frog has ... legs. Its ... legs are the longer, and they are more useful for ... than for moving about on the ground. It cannot walk, but only It lives both in the water and ... land, and, therefore, is one of the animals that are called

Almost every animal has a peculiar voice. The lark and the nightingale...; the magpie...; the cock...; the peacock...; the goose...; the owl...; the dog...; the ass...; the goat and

the sheep ...; the young pig ...; the horse ...; the cow ...; the lion ...; the cat ...; the frog ...; and the cricket ... Some seem to have no voice, as the ..., the ..., and many of the insects.

Some animals are covered with hair, as ...; some with wool, as ...; some with bristles, as ...; some with feathers, as ...; some with scales, as ...; and others with shell, as ...

LESSON 14.

Supply appropriate words in the following sentences;—

EXERCISE. — Oxen, cows, horses, sheep, &c., eat ...; dogs and cats eat ...; fowls and geese eat ...; bees live on the ...; caterpillars live on ...

The land outside a town or a village is called the Land which is ploughed and sown with grain, is called A field, in which grass and clover grow, is called The people who sell small quantities of any thing in a shop, are called ...; those who buy larger quantities from the makers to supply the shopkeepers, are called ...

In Winter, trees lose their ..., and flowers ...; snow ... and water In Spring, the trees put forth new ..., the flowers begin to ...; and the corn ... from the earth. In Summer, the sun shines most ..., and causes great In Autumn, fruit is ..., the hops are ..., and flowers begin ...

I can hear the song of ..., the cracking of a ..., the neighing of a ..., the murmuring of a ..., the tones of ..., and the ticking of a ...

I feel that fire ..., that ice is ..., that the rays of the sun ... me; that stone is ..., wool ...; glass ..., and bricks ...

I taste that sugar is ..., vinegar is ...

The farmer tills the ..., and, when the corn is ..., the miller grinds it into ..., from which our ... is made. Wool from the ... back is made into ..., the hides of animals into ..., and the feathers of fowls into ...

SECTION IV.—EXERCISES ON WORDS PRONOUNCED
THE SAME.

LESSON 15.

Explain the following words which are spelled differently, but pronounced *exactly* alike, except in the words beginning with *h* aspirated. (In these words, the aspirate should always be sounded.)

Thus, *Accessory*, signifies an accomplice; assisting.

Accessory, signifies additional.

EXERCISE.—Ability, hability;—Able, Abel;—Adds, adze;—Ail, ale, hail, hale;—Air, Ayr, ere, e'er, Eyre, heir, hair, hare;—Aloud, allowed;—Altar, alter, halter;—Am, ham;—An, Ann, Anne;—Analyst, annalist;—Anchor, anker, hanker;—And, hand;—Ante, anti;—Arbour, harbour;—Ardour, harder;—Ark, arc, hark;—Arm, harm;—Arras, harass;—Arrow, harrow;—Art, hart, heart;—Artless, heartless;—As, has;—Assent, assent;—Ash, hash;—Asp, hasp.

LESSON 16.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Asperation, aspiration;—At, hat;—Ate, hate;—Auger, augur;—Aught, ought;—Awl, all, hall, haul;—Axe, hacks;—Bacon, baken;—Bad, bade;—Bail, bale;—Baize, bays;—Bald, bawled;—Ball, bawl;—Barbary, barberry;—Bare, bear;—Barren, baron;—Base, bass;—Bay, bey;—Be, bee;—Beach, beech;—Bean, been;—Bent, beet;—Bean, Bo ! bow (*the verb*);—Beer, bier;—Bell, belle;—Berry, bury;—Berth, birth.

LESSON 17.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Binnacle, binocle;—Bit, bitt;—Bite, bight;—Blew, blue;—Board, bored;—Bore, boor, boar, Bough, bow (*the noun*);—Bourn, borne;—Bowl, boll, bole;—Boy, buoy;—Braid, brayed;—Brake, break;—Brazé, brays;—Breach, breech;

—Bread, bred;—Breast, Brest;—Britain, Briton;—Broach, brooch;—Bruse, brews;—Brute, bruit;—Burrow, borough;—But, butt;—Buy, by, bye;—Calendar, calender;—Calk, cauk;—Candid, candied.

LESSON 18.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Cane, Cain;—Cannon, canon;—Carrot, carat;—Cart, chart;—Cask, casque;—Cast, caste;—Ceiling, sealing;—Cell, sell;—Cellar, seller;—Censer, censor;—Cent, sent, scent;—Cere, sear, seer;—Cession, session;—Chaste, chased;—Check, cheque;—Choir, quire;—Choler, collar;—Chronical, chronicle;—Cit, sit;—Cite, sight, site;—Clark, clerk;—Clause, claws;—Cliff, clef;—Clime, climb;—Colonel, kernel;—Compliment, complement;—Complimental, complementary.

LESSON 19.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Close (*the end*), clothes;—Coarse, course, corse;—Cobble, coble;—Concert, consort;—Cord, chord;—Core, corps;—Cough, koff;—Counsel, council;—Cozen, cousin;—Creak, creek;—Cruel, crewel;—Cruise, crews;—Cue, kew, queue;—Curb, kerb;—Cypress, Cyprus;—Dam, damu;—Day, Dey;—Dear, deer;—Deign, Dane;—Demean, demesne;—Desscent, dissent;—Dew, due;—Die, dye;—Dire, dyer;—Discreet, discrete;—Doe, dough;—Draft, draught;—Dram, drachm;—Dun, done;—Dust, dost;—Dying, dyeing.

LESSON 20.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Earl, hurl;—Earnest, Ernest;—Eat, heat;—Eddy, heady;—Edge, hedge;—Ell, hell;—Elm, helm;—Err, her;—Erred, herd, heard;—Erring, herring;—Eve, heave;—Ewer, hewer;—Faint, feint;—Fane, fain, feign;—Fare, fair;—Fawn, faun;—Feat, feet;—Fees, feaze;—Fellow, felloe;—Feud, feod;—Fillip, Philip;—Fir, fur;—Fissure, fisher;—Flee, flea;—Flour, flower;—Foe, foh!—Fort, forte;—Forth,

fourth;—Four, fore;—Fowl, foul;—Freeze, frieze;—Fungus, fungous;—Furze, firs, furs;—Gage, gauge;—Gait, gate;—Gall, Gaul;—Galloon, galleon;—Gild, guild;—Gilt, guilt.

LESSON 21.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Glows, gloze;—Gore, goar;—Grate, great;—Grater, greater;—Greaves, grieves;—Groan, grown;—Guest, guessed;—Haw, awe;—Hear, here, ear;—Hearse, Erse;—Heater, eater;—Hew, hue, Hugh;—Hide, hied;—High, hie, I, eye;—Hill, ill;—Hire, ire, higher;—His, is;—Hist, hissed;—Hit, it;—Ho, hoe;—Hoard, hordo;—Hold, old;—Hole, whole;—Hollow, holla;—Holy, wholly;—Hoop, whoop;—Hymn, him.

LESSON 22.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—In, inn;—Indite, indict;—Islands, Highlands;—Isle, aisle, I'll;—I've, hive;—Jettee, jetty;—Jury, Jewry;—Key, quay;—Knot, not;—Lacks, lax;—Lade, laid;—Lair, layer;—Lane, lain;—Lapse, laps;—Leak, leek;—Least, leased;—Led, lead;—Lee, lea;—Lees, leas;—Lesson, lessen;—Levy, levee;—Lier, liar, lyre;—Loan, lone;—Lock, loch or lough;—Lore, lower;—Low, lo!—Lynx, links;—Maid, made;—Mail, male;—Mane, main;—Manners, manors;—Marshal, Marshall, martial;—Marton, Martin;—Mare, mayor.

LESSON 23.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Maze, maize;—Mead, meed;—Mean, mien;—Medal, meddle;—Meet, mete, meat;—Mersey, mercy;—Message, messuage;—Metal, mettle;—Metre, meter;—Might, mite;—Mighty, mity;—Miner, minor;—Mist, missed;—Moan, mown;—Moor, more;—Mote, meat;—Mule, mewl;—Muscle, mussel;—Muse, mews;—Nap, knap;—Naught, nought;—Naval, navel;—Nave, knavo;—Nay, neigh;—Need, knead;—New, knew, gnu;—Night, knight;—Nit, knit;—No, know.

LESSON 24.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Nose, knows;—Oaks, hoax;—Oar, ore, o'er, hoar;—Ode, owed;—Oh! owe;—One, won;—Ope, hope;—Osier, hosier;—Otter, hotter;—Our, hour;—Owes, hose;—Owl, howl;—Pain, pane;—Pains, panes;—Pair, pare, pear, payer;—Palace, Pallas;—Palate, pallet, palette;—Pale, pail;—Pall, Paul;—Pannel, panel;—Pause, paws;—Peak, pique;—Peal, peel;—Pearl, purl;—Peer, pier;—Peerage, pierage;—Pendant, pendent;—Phrase, frays;—Pict, picked;—Pilot, Pilate.

LESSON 25.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Place, plaice;—Plane, plain;—Plate, plait;—Please, pleas;—Plum, plumb;—Poll, pole;—Poor, pore;—Populace, populous;—Practice, practise;—Praise, prays, preys;—Pray, prey;—Precedent, president;—Profit, prophet;—Quartz, quarts;—Queen, quean;—Rabbit, rabbet;—Rain, reign, rein;—Rains, reigns, reins;—Rap, wrap;—Raze, rays, raise;—Red, read;—Reed, read;—Rest, wrest.

LESSON 26.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Rigour, rigger;—Rime, rhyme;—Ring, wring;—Rite, right, Wright, write;—Road, rode;—Roads, Rhodes;—Rote, wrote;—Rout, route;—Row, roe;—Ruff, rough;—Rye, wry;—Sailor, sailer;—Sale, sail;—Same, sain;—Seam, seem;—Seed, cede;—Seen, scene;—Sees, seas, seize;—Senior, signior or seignior;—Sensual, censual;—Serge, surge;—Sew, sow, so;—Shear, sheer;—Sign, sine;—Signet, cygnet;—Silly, Scilly;—Sink cinque.

LESSON 27.

Explain the following, pronounced *exactly* alike;—

EXERCISE.—Size, sighs;—Slay, sley;—Sleeve, sleeve;—Slight, sleight;—Sloe, slow;—Soak, soke;—Soar, sore;—Soared, sword;—Sole, soul;—Some, sum;—Stade, staid.

stayed ;—Stake, steak ;—Stare, stair ;—Stationary, stationery ;
—Steal, steel ;—Step, steppe ;—Stile, style ;—Stood, stud ;—
Subtle, suttile ;—Subtler, sutler ;—Succour, sucker ;—Sun,
son ;—Sweet, suite.

LESSON 28.

Explain the following, pronounced *exactly* alike ;—

EXERCISE.—Tacked, tact ;—Tail, tale ;—Tare, tear ;—Tax,
tacks ;—Team, teem ;—Tear, tier ;—Their, there ;—Throne,
thrown ;—Tide, tied ;—Time, thyme ;—Tint, teint ;—Told,
toll'd ;—Tract, tracked ;—Trait, tray ;—Travel, travail ;—
Urn, carn ;—Vale, vail, veil ;—Vane, vein, vain ;—Verge,
virge ;—Vial, viol ;—Wails, Wales, whales.

LESSON 29.

Explain the following, pronounced *exactly* alike ;—

EXERCISE.—Wain, wane ;—Waist, waste ;—Ware, where,
wear ;—Wave, waive ;—Way, wey ;—Weal, wheel ;—Weather,
wether, whether ;—Week, weak ;—Weekly, weakly ;—Weigh,
wehy ;—Wet, whet ;—While, wile ;—Whine, wine ;—Whirled,
world ;—Whist, wist ;—White, wight ;—Wig, Whig ;—Wit,
whit ;—Witch, which ;—Wither, whither ;—Wood, would ;—
Wort, wert ;—Wreck, reck ;—Wresting, resting ;—Wry, rye ;
—Yoke, yolk ;—You, yew.

SECTION V.—EXERCISES ON WORDS PRONOUNCED
NEARLY ALIKE.

LESSON 30.

Explain the following words, differently spelled,
nt pronounced *nearly* alike ;—

EXERCISE.—Abstinence, abstinent's ;—Accept, except ;—
Accidence, accidents ;—Addition, edition ;—Ant, aunt, haunt ;
—Antecedence, antecedents ;—Apposite, opposite ;—Assist-
ance, assistants ;—Attendance, attendants ;—Breeches, breaches ;
—Bridal, bridle ;—Capital, capitol ;—Captor, capture ;—Coffin,
coughing ;—Continance, continents ;—Cor'al, choral.

LESSON 31.

Explain the following, pronounced *nearly* alike;—

EXERCISE.—Correspondence, correspondents;—Coward, cowherd;—Current, currant;—Cymbal, symbol;—Decent, descent, dissent;—Deference, difference;—Dependence, dependents, dependants;—Dependent, dependant;—Depositary, depository;—Depravation, deprivation;—Deser't, desser't, des'ert;—Devices, devises, Devizes;—Devisable, divisible;—Deviser, devisor, divisor;—Divers, diverse;—Doom, dome;—Door, doer.

LESSON 32.

Explain the following, pronounced *nearly* alike;—

EXERCISE.—Eel, heel, heal;—Elapse, illapse;—Elegist, elegist;—Elegy, elogy;—Elude, illude;—Elusion, illusion;—Elusive, illusive;—Emerge, immerge;—Errand, errant;—Eruption, irruption;—Ether, either;—Expedience, expedients;—Gamble, gambol;—Glutton, gluten;—Gluttonous, glutinous;—Greece, grease;—Gristle, grizzle;—Grizzly, grisly, gristly;—Group, grope;—Haven, heaven;—Hay, aye;—Holme, home.

LESSON 33.

Explain the following, pronounced *nearly* alike;—

EXERCISE.—Hacks, axe, acts;—Humeral, humoral;—Idle, idol;—Imminent, eminent;—Impostor, imposture;—Ingenious, ingenuous;—Innocence, innocents;—Irradiate, eradiate;—Jester, gesture;—Juggler, jugular;—Kill, kiln;—Legislator, legislature;—Liniment, lineament;—Loath, loathe;—Mantle, mantel.

LESSON 34.

Explain the following, pronounced *nearly* alike;—

EXERCISE.—Matin, matting;—Missal, missile;—Monitory, monetary;—Mood, mode;—Of, off;—Ooze, whose;—Oracle, auricle;—Oral, horal, aural;—Orrery, horary;—Pastor, pas-

ture ;—Patience, patients ;—Plaintiff, plaintive ;—Poplar, popular ;—Presence, presents ;—Principle, principal.

LESSON 35.

Explain the following, pronounced *nearly* alike ;—

EXERCISE.—Projector, projecture ;—Regimen, regiment ;—Relic, relict ;—Rome, roam, room ;—Sentry, century ;—Sloop, slope ;—Soap, soup ;—Surplice, surplus ;—Tomb, tome ;—Track, tract ;—Troop, trope ;—Two, too, to ;—Weight, wait ;—Zeal, seal.

SECTION VI.—EXERCISES ON WORDS DIFFERING IN SIGNIFICATION ACCORDING TO THE ACCENT.

LESSON 36.

Many words, spelled in the same manner, are in different parts of speech according to the change of *accent*. The pupil in the following Exercises must distinguish the *part of speech*.

EXERCISE.—Ab'sent, ab-sen't ;—Ab'stract, ab-strac't ;—Ac'cent, ac-cen't ;—Af'fix, af-fix' ;—At'tri-bute, at-trib'ute ;—Cem'ent, ce-men't ;—Col'league, col-lea'gue ;—Col'lect, col-lee't ;—Com'pound, com-pou'nd ;—Con'cert, con-cer't ;—Con'duct, con-duc't ;—Con'flict, con-flie't ;—Con'sort, con-sor't ;—Con'test, con-tes't ;—Con'vert, con-ver't ;—Coun'ter-mine, coun-ter-mi'ne ;—Di'gest, diges't ;—Es'say, es-sa'y.

LESSON 37.

Distinguish the *part of speech* of the following ;—

EXERCISE.—Ex'port, ex-por't ;—Ex'tract, ex-trac't ;—Fer'ment, fer-men't ;—Fo're-cast, fore-cas't ;—Fre'quent, fre-quen't ;—Im'press, im-press' ;—In'crease, in-cré'ase ;—In'sult, in-sul't ;—In-val'id, in-va-lid' ;—Per'mit, per-mit' ;—Pre'ce-dent, pre-ce'-dent ;—Prel'u'de, pre-lu'de ;—Pres'ent, pre-sen't ;—Prod'uce, pro-du'ce ;—Reb'el, re-bel' ;—Ref'use, re-fu'se ;—Sub'ject, sub-jec't ;—Sur'vey, sur-ve'y ;—Up'right, up-ri'ght.

LESSON 38.

Some words are accented on the same syllable, but yet the spelling or pronunciation, or both, may be changed by a change of the part of speech.

Distinguish the *part of speech* and *meaning* of the following :—

EXERCISE.—Abuse (*a-bu'ce*), abuse (*a-bu'ze*);—Advice (*ad-vice*), advise (*ad-vize*);—Bath (*th* sharp), bathe (*th* flat);—Belief, belie'Ve;—Breath (*th* sharp), breathe (*th* flat);—Close (*kloce*), close (*kloze*);—Cloth (*th* sharp), clothe (*th* flat);—Excuse (*eks-kuce*), excuse (*eks-kuze*);—Glass, glaze;—Grease (*greacg*), grease (*greaze*);—Loath (*th* sharp), loathe (*th* flat);—Prophecy (*prof-e-se*), prophesy (*prof-e-si*).

SECTION VII.—EXERCISES ON DERIVATIVES.

LESSON 39.

In the two following Lessons, the Pupil is required to mention the *derivatives* of the given words in the order of the parts of speech.

Thus, from the word *Art* are derived *Artizan*, *artificer*, *artifice*, *artfulness*, *artlessness*, (substantives), *artful*, *artificial*, (adjectives), *artfully*, *artificially*, (adverbs).

EXERCISE.—Please, joy, accuse, adopt, act, attend, augment, author, civil, concord, declare, decline, defend, mediate, precise, prefer, presume, deceit, create, credit, learn, depend, determine.

LESSON 40.

Mention the *derivatives* of the following words in the order of the parts of speech ;—

EXERCISE.—Detract, honour, exert, noble, prevail, profess, repeat, suffer, vindicate, transcribe, use, just, voracious, agile, high, abridge, reform, favour, fury, glory, imitate, right, peace, war, rebel, remark, absolve, idol, low, elevate, safe, explain, abdicate, accept.

SECOND HALF-YEAR.

COURSE I.—PART II.

CHAPTER II.

NOTE.—The Exercises in this and the following Chapters should be *neatly written* throughout. The Teacher should explain the nature of each lesson previously to his requiring it to be written.

SECTION I.—SIMPLE SENTENCES DEFINED.

LESSON 41.

a. A sentence is the expression of a *thought*; or, it may be defined to be ‘a collection of words, so arranged as to form one complete affirmation or proposition;’ as, “I have written a letter.” Here, I express what has been done; namely, “I have written a letter.”

b. Sentences may be considered under two kinds *Simple* and *Compound*.

c. A *Simple Sentence* generally contains one *subject*, or that *of which* we speak; one *personal verb*, either transitive or intransitive; and one *object*, if the verb is transitive; as, “God rules the world.” Here *God* is the subject, *rules* the verb, and *world* the object.

d. The general *arrangement* or *order* in which words are placed in the structure of English sentences is, first, the *subject*; second, the *attribute* or *verb*; and third, the *object*. Thus, 1. Hope (*subject*) 2. sustains (*verb*), 3. the mind (*object*).

EXERCISE. — *Form simple sentences from the following words.*

1. *Subjects.* — The sailor, hope, autumn, fire, a thorn, medicine, idleness.

Verbs. — Nourishes, ploughs, burns, produces, consumes, gives, defends.

Objects. — Sea, husbandmen, houses, fruit, roses, health, the body.

2. *Subjects.* — The horse, the wood, emulation, learning, the bird, play.

Verbs. — Scatters, crops, fosters, affords, builds, produces.

Objects. — Genius, leaves, grass, delight, strife, its nest.

LESSON 42.

There are several sorts of simple sentences.

a. An *explicative* or *affirmative* sentence explains or asserts something; as, "I admire Paley's Works."

b. A *negative* sentence is one in which the adverb *not* is used; as, "I do not speak."

c. An *imperative* sentence commands: as, "Hear;" "Attend."

d. An *interrogative* sentence asks a question; as, "Is he teaching?"

EXERCISE. — 1. *Point out the different kinds of sentences in the following.* — History is a record of facts. Modesty in young persons is becoming. Idle people do not enjoy themselves. Be diligent in your vocation. Who took the city of Babylon? I shall accomplish my object.

2. *Render these into imperative.* — Man is a social animal. He acted discreetly. He must not be selfish. He has relieved the needy. He has acquired a knowledge of the sciences. Tranquillity rejoices the heart.

3. *Render these into interrogative.* — Employ your opportunities with discretion. John has attended school. Columbus was a native of Genoa. He cannot command his temper. Conversation makes a ready man.

LESSON 43.

Every sentence contains a *Subject*, *Copula*, and *Predicate*.

a. The *Subject* is the person or thing *concerning which* we speak or write.

b. The *Copula* is some part of the verb *to be*, and is employed to connect the *subject* with the *predicate*.

c. The *Predicate* is that which is *affirmed of* the subject.

d. These three parts, when combined, form what is called a *Proposition*, which word signifies an *opinion laid down*. Thus,

Subject copula predicate.
The Earth—is—a spheroid.

Here, *Earth* is the subject, because it is that *concerning which* we write; *is*, the copula, serves to unite the subject, *Earth*, with the predicate, *spheroid*, which last word shows what is affirmed of the subject. In emphatical sentences, the predicate is sometimes placed before the subject; as, "*Great is the Lord*." Here, *great* is the predicate; *is*, the copula; and *Lord*, the subject.

e. A *Proposition* sometimes consists of only two words; as, "*John comes*." Here, *John* is the subject, and *comes* includes both the copula and predicate; and is equivalent to "*John is coming*."

f. When a transitive verb is employed, the verb and the object are considered as the *predicate*; as, "*Charles has written the letter*." Here, "*has written the letter*" is the predicate, because it affirms what Charles has done.

EXERCISE.—1. *Separate each of the following sentences into Subject, Copula, and Predicate*.—Your house is spacious. The apples fall. The ship sails. Luther was a reformer. Men are mortal. The wind blows. I shall come.

2. *Separate the following into Subjects and Predicates*.—The Israelites inhabited Judæa. Avarice ruins many men. Heat

expands most bodies. The Legislature enacts the laws. The Judiciary settles all differences. The Executive enforces obedience. The son obeys his parents. Tranquillity rejoices the heart.

SECTION II.—SIMPLE SENTENCES AMPLIFIED.

LESSON 44.

a. The *Subject* may be not only a noun or pronoun, but an infinitive mood or part of a sentence; as, "*To err is human*;" "*That he has consented*, admits of no doubt."

b. The *Predicate* may be either a verb denoting an action or condition and its object; as, "*Autumn gives apples*;" or, it may be a verb of existence, with dependent nouns, adjectives, or participles; as, "*Virtue is essential to happiness*."

c. The *Subject* may be amplified in various ways;—1. By annexing or prefixing a noun in the same case; as, "*Rome,—the city Rome*."—2. By prefixing one or more adjectives; as, "*The powerful and celebrated city Rome*."—3. By prefixing adverbs to these; as, "*The once powerful*," &c.

d. The *Predicate* may be amplified in a similar manner; as, "*Rome conquered nations* (predicate);"—"*Rome gradually conquered the most populous and civilized nations of antiquity*." The whole sentence, when completed, will stand thus; "*The once powerful and celebrated city Rome* (*subject*) gradually conquered the most populous and civilized nations of antiquity (*predicate*)."

e. The verb denoting the *attribute* also may be governed by some other verb; thus, instead of

saying, "Rome conquered," we may say, "Rome is said to have conquered." But the introduction of the clause '*is said*' implies that we express no opinion ourselves on the matter.

Various other modes of amplification can be employed, according to the signification intended to be conveyed.

f. Words used to explain or qualify either the Subject, Attribute, or Object are called *Adjuncts*. These adjuncts must always be placed as near as possible to the words to which they belong.

QUESTIONS.—Of what may the *Subject* consist? Adduce instances. Of what may the *Predicate* consist? Give instances. Explain the various ways for amplifying the *Subject*;—the *Predicate*;—the *Attribute*. What are *Adjuncts*? Where must Adjuncts be placed?

LESSON 45.

EXERCISE.—a. *Amplify the Subject in the following sentences in as many ways as you can.*—God sees our actions. The heavens proclaim his glory. Pleasures are deceptive. Religion brings consolation. Solon effected a change. The river fertilizes the land. The mind requires relaxation.

b. *Amplify the Predicates in the following sentences.*—John reads the Scriptures. God knows our thoughts. Parents support their families. Children should repay their kindness. Servants require their wages. The gardener has cut down the tree. The smith shod the horse. Falschood assumes various forms.

SECTION III.—SIMPLE SENTENCES FORMED INTO COMPOUND.

LESSON 46.

There are various modes of combining several simple sentences into one Compound Sentence.

1. By means of the conjunction *and*.
2. By means of the relatives *who*, *which*, *that*, and *what*.
3. By means of the connectives *so*—*that*; *such*—*that*.

4. By employing the active and passive participles instead of the conjunction *and*.

There are other modes, which will be explained in a subsequent part.

First Mode of Construction.—Several simple sentences may be combined into one, by means of the conjunction *and*.

ILLUSTRATION.—*a.* Instead of saying, "Rome was a famous city;" "Carthage was a famous city;" we can, by means of the conjunction *and*, combine these into one, and say, "Rome *and* Carthage were famous cities." In this sentence, as there are only *two* subjects connected, the conjunction *and* must be *expressed* between them.

b. "John was clever;" "Thomas was clever;" "William was clever;" these three, when combined into one, will stand thus; "John, Thomas, *and* William were clever." When there are three or more subjects, the word *and* is expressed only before the *last*, as in the example just given.

EXERCISE.—*The simple sentences belonging to each of the following numbers are to be formed into one compound sentence.*

1. *a.* The smooth stream is a proper emblem of a gentle temper and a peaceful life.
- b.* The serene atmosphere is a proper emblem of a gentle temper and a peaceful life.
- c.* The mild zephyr is a proper emblem of a gentle temper and a peaceful life.
2. *a.* The air teems with delighted existence.
- b.* The earth teems with delighted existence.
- c.* The water teems with delighted existence.

LESSON 47.

EXERCISE.—*The simple sentences belonging to each of the following numbers are to be formed into one compound sentence, by means of the conjunction AND.*

1. *a.* Fire was one of the four elements of the philosophers.
- b.* Air was one of the four elements of the philosophers.
- c.* Earth was one of the four elements of the philosophers.
- d.* Water was one of the four elements of the philosophers.
2. *a.* Plato was a Grecian philosopher.
- b.* Socrates was a Grecian philosopher.

3. *a.* Good boys do not play on the Sabbath.
- b.* Good girls do not play on the Sabbath.
4. *a.* The ferryman had a gentleman in his boat.
- b.* The ferryman had a lady in his boat.
- c.* The ferryman had the lady's child in his boat.

LESSON 48.

Second Mode of Construction.—Several simple sentences may be combined into one by means of the relatives, *who*, *which*, *that*, and *what*.

ILLUSTRATION.—Instead of saying, "God governs the world;" "God's power created the world;" we can, by means of the *relative*, combine these into one, and say, "God governs the world *which* his power created."

EXERCISE.—Combine the simple sentences in each of the following numbers into one compound sentence, by means of the *RELATIVE*.

1. The man gives to the poor. The man will be rewarded.
2. I have bought a book. The book gives a description of the French Revolution.
3. He is wise. He will avoid quarrels.
4. The boy cannot command his temper. The boy is not likely to secure respect.
5. Some berries are poison to children. Some berries are proper food for birds.
6. He rises hastily into fame. He will be in danger of falling suddenly into oblivion.
7. The boy thinks he can learn without study. The boy labours under a great mistake.
8. Memory is a power. Memory places images before the mind. Upon these images the judgment is to be exercised.

LESSON 49.

Third Mode of Construction.—When two Propositions come together, the latter denoting a consequence of the former, instead of employing *and*, we can connect the two by means of the words *such*—*that*;—*so*—*that*. Thus, instead of saying, "John was very

negligent, *and* he soon failed ;" we can say, " John was so negligent *that* he soon failed."

EXERCISE.—In the following sentences, substitute the words *so—that*, or *such—that*, for the conjunction *and*.

1. The wind blew hard, and the trees fell down.
2. The river has a cataract near its mouth, and it is not navigable.
3. The climate is intensely hot, and the country is rendered unhealthy.
4. The neighbourhood is very picturesque, and it is very much frequented.
5. The narrative of events was affecting, and he was softened into pity.
6. The particles of light move in all directions without the least disturbance, and it is inferred they must be inconceivably small.

LESSON 50.

Fourth Mode of Construction.—The active or the passive participle may, in general, be substituted for the conjunction *and*.

ILLUSTRATION WITH THE PRESENT PARTICIPLE.—"He addressed the people, and consoled them for their loss, *and* promised to render them assistance." Better thus, "*Addressing* the people, he consoled them for their loss, and promised to render them assistance."

ILLUSTRATION WITH THE PASSIVE PARTICIPLE.—"She was deprived of all but her innocence ; *and* lived in a retired cottage with her widowed mother, *and* was concealed more by her modesty than by solitude." Better thus, "*Deprived* of all but her innocence, and *living* in a retired cottage with her widowed mother, she was concealed more by her modesty than by solitude."

EXERCISE.—In the following sentences, substitute, where proper, the relative and the active or the passive participle for the conjunction.

1. Damascus was known in the time of Abraham, and is frequently mentioned in the Bible, and is still a large and wealthy town, and contains more than one hundred and forty thousand souls.

2. The magnificent ruins of the famed city of Palmyra are in the Syrian desert, and consist of fragments of temples, palaces, and porticoes, and are scattered over an extent of several miles, and now the abode of wild Arabs.

3. He returned to the camp, and was faint with the loss of blood, and parched with thirst, and he called for drink.

4. The North Cape is an enormous rock, and projects far into the ocean, and is exposed to all the fury of the waves, and crumbles every year more and more into ruins.

LESSON 51.—FOURTH MODE OF CONSTRUCTION, CONTINUED.

EXERCISE.—*In the following, employ both the relative and the active or passive participle, instead of the conjunction.*

1. She advanced towards the robber, and presented to him the young prince, and called out to him, "Here, my friend, I commit to your care the safety of your king's son."

2. I contemplated the great names, and I thought of the noble ancestry of the illustrious youth, and I experienced a new and hitherto unfelt emotion.

3. His very horse snuffs up the deadly effluvia with signs of terror, and exhales a cold and clammy sweat, and advances reluctantly over the hollow ground.

4. The meanest of the clan, knew himself to be as well-born as the head of it, and revered in his chieftain his own honour, and loved in his clan his own blood, and complained not of the difference of station into which fortune had thrown him.

5. When Columbus first discovered Jamaica, he approached it on the northern side, and he beheld the country, and that part now constitutes the parish of St. Anne, and he was filled with delight at the beauty of the prospect.

LESSON 52.—FOURTH MODE OF CONSTRUCTION, CONTINUED.

EXERCISE.—*In the following, employ the relative and the active or passive participle, instead of the conjunction.*

1. The elephant took the child up with his trunk, and placed it upon his back; and would never afterwards obey any other master.

2. The beauties of nature are before us, and invite us to contemplate the power, the wisdom, and the benevolence of their Creator.

3. Egypt is a fertile country, and is watered by the Nile, and is annually inundated by that river; and it receives the fertilizing mud which is brought by the stream in its course, and derives a richness from the deposit which common culture could not bestow.

4. He was called to the exercise of the supreme power at a very early age, and evinced a great knowledge of government and laws, and was regarded by mankind with a respect which is seldom bestowed on one so young.

5. Geography teaches the various divisions made by man or nature on the earth, and the productions of every climate; and is a very useful study to the merchant and the politician; and shows the former where commerce is most advantageously pursued, and the latter the natural obstacles to the progress of ambition.

LESSON 53.—FOURTH MODE OF CONSTRUCTION, CONCLUDED.

EXERCISE.—In the following, employ the relative and the active or passive participle, instead of the conjunction.

A husbandman took his two young sons into the garden, one fine summer morning, and showed them two young apple trees; and said, My children, I give you these trees; they will thrive by your care, and decline by your negligence, and reward you, by the fruit, in proportion to the labour you bestow upon them. Edward, the younger son, attended to the admonitions of his father; and rose early every day to clear the tree from insects that would hurt it, and propped up the stem to prevent its taking a wrong bent; and had the satisfaction, in a short time, of seeing his tree almost bent to the ground with fruit. But Moses preferred to while away his time, and went out to box with idle boys, while Edward was labouring in the orchard; and soon found his tree destroyed by his neglect.

LESSON 54.—OMISSION OF UNNECESSARY WORDS.

In the composition of Compound Sentences, there must also be an omission of those words which occur more than once in the simple sentences of which they are composed. In general, conjunctions, relatives, participles, and other connecting words, can supply the place of these words, as stated in the previous Lessons. Regard, also, must be had to a strict observance of the rules in Syntax.

ILLUSTRATION OF SIMPLE SENTENCES TO BE UNITED INTO ONE COMPOUND SENTENCE.

Man is a rational animal.

Man is endowed with the highest capacity for happiness.

Man sometimes mistakes his best interests.

Man sometimes pursues trifles with all his energies.

Man considers trifles as the principal object of desire in this fleeting world.

The preceding simple sentences, when combined into one compound sentence, will stand thus; "Man is a rational animal, endowed with the highest capacity for happiness; but he sometimes mistakes his best interests, and pursues trifles with all his energies, considering them as the principal object of desire in this fleeting world."

EXERCISE.—*Form the simple sentences belonging to each of the following numbers into one compound sentence.*

1. *a.* Death is the liberator of him whom freedom cannot release.
- b.* Death is the physician of him whom medicine cannot cure.
- c.* Death is the comforter of him whom time cannot console.
2. *a.* Some animals are cloven-footed.
- b.* 'Cloven-footed' is a term applied to those whose feet are split or divided.
- c.* Cloven-footed animals are enabled to walk more easily on uneven ground.
3. *a.* Lochiel was the chieftain of the warlike clan of the Camerons.

b. Lochiel was one of the most prominent, in respect to power, among the Highland chieftains.

c. Lochiel was one of the most prominent, in respect to influence, among the Highland chieftains.

LESSON 55.—OMISSION OF UNNECESSARY WORDS, CONTINUED.

EXERCISE.—*Form the simple sentences belonging to No. 1. into one compound sentence, and those belonging to No. 2. into two compound sentences.*

1. *a.* The cow is a useful animal.

b. The cow furnishes us with milk.

c. Cheese and butter are obtained from milk.

d. Cheese is an important article of food.

e. Butter is an important article of food.

2. *a.* On his way, he is met by a seer.

b. The seer, according to popular belief, had the gift of prophecy.

c. The seer forewarns him of the disastrous event of his enterprise.

d. The seer exhorts him to return home.

e. The seer exhorts him not to be involved in certain destruction.

f. Certain destruction awaited the cause.

g. Certain destruction afterwards fell upon it, in the battle of Culloden.

LESSON 56.—OMISSION OF UNNECESSARY WORDS, CONCLUDED.

EXERCISE.—1. *Combine the following simple sentences into two compound sentences.*

a. The statue of Canning is of marble.

b. The statue stands in the Exchange. The Exchange is in Liverpool.

c. The marble came from Italy.

d. Italy is a country which affords the most beautiful specimens of marble.

e. The statue was executed by Chantrey.

f. Chantrey was one of the most celebrated sculptors of the age.

g. Chantrey resided in London.

2. *Combine the simple sentences belonging to each of the following numbers into one compound sentence.*

1. a. Children should be encouraged to take light exercises.
b. These exercises must be suited to their strength.
c. These exercises must tend to make the limbs agile and supple.
d. These exercises must prepare children for labour.
2. a. We should never have the sun shining on the page in reading.
b. We should never read by firelight.
c. Firelight is an unequal and uncertain light.
d. Sitting near the fire overheats the eyes.
e. Sitting near the fire makes the eyes painful.

SECTION IV.—COMPOUND SENTENCES REDUCED TO SIMPLE.

LESSON 57.

To reduce a Compound Sentence, we must separate the simple sentences and phrases of which it is composed. This is effected by omitting the connecting words, and supplying those which were omitted in the connection.

ILLUSTRATION.—“The crimes which we commit in the mad pursuit of pleasure, bring a dishonour with them, which no age can outlive, and no virtue can repair.” The component parts of which the preceding compound sentence is composed, are the following :—

- a. We commit crimes in the mad pursuit of pleasure.
- b. These crimes bring dishonour with them.
- c. No age can outlive this dishonour.
- d. No virtue can repair this dishonour.

EXERCISE.—*Resolve the following compound sentences into simple ones.*

1. The population of Cape Town, amounting to about 20,000, consists of English, Dutch, and Hottentots, having for their

servants Malays, or negroes; all being equally protected as subjects of the British government.

2. The light Dutch waggon, sometimes drawn by eighteen or twenty horses or oxen, driven with a whip sixty feet long, is one of the curiosities of the Cape.

3. The Coranas live in villages, consisting of small semi-circular huts, placed in a circle, within which the cattle are driven at night for safety from the lions.

4. The great known river of Eastern Africa is the Zambezi, which, though low in time of drought, is provided with prodigious channels to receive the floods of the rainy season.

LESSON 58.—COMPOUND SENTENCES REDUCED, CONTINUED.

EXERCISE.—*Resolve the following compound sentences into simple ones.*

1. In the barren region of Russian America, (which lies to the N. W. of North America) above a range of hills covered with pines and birch, rise naked mountains, crowned with enormous masses of ice; these often roll down, and fill up the valleys below, or fall into the rivers and bays, where, remaining without melting, they rise in banks of crystal.

2. In the United States, summer succeeds winter with scarcely the interval of spring; and the inhabitants, after having been for several months exposed to sharp frosts and biting winds, have to endure the heat of a scorching sun.

3. The principal mountains in the State of New York are the lofty Catskill range, which contain a lake at an elevation of two thousand feet, whence issues a stream that descends in a cataract of three hundred feet fall, which, at a distance, resembles a white ribbon hung in the air.

LESSON 59.—COMPOUND SENTENCES REDUCED, CONTINUED.

EXERCISE.—*Resolve the following compound sentences into simple ones.*

1. These scenes of nature contribute powerfully to inspire that serenity which heightens their beauties, and is necessary to our full enjoyment of them.

2. That heart which is engrossed by earthly possessions and continually intent upon the means of increasing them, has no room for the admission of nobler objects, no aptitude for those exercises which the Almighty has prescribed as necessary for training up his children for everlasting glory.

3. Newton, the pride of all philosophy, after spanning out the heavens and fixing the laws of nature by the strength of demonstration, gloried to employ his wondrous powers, in bearing a disinterested and firm testimony to the truth of that Revelation from which he derived comfort amidst the uncertainties of human reasoning, and on which he rested his hopes for an eternal world.

LESSON 60.—COMPOUND SENTENCES REDUCED, CONTINUED.

EXERCISE.—*Resolve the following compound sentences into simple ones.*

1. That prodigality of music which, in the vernal season, renders every grove in Britain delightful, is unknown to the shades of equatorial regions; yet are not these altogether silent or inharmonious.

2. This sight of the heavens fills with admiration even those who, uninstructed in the branches of accurate science, feel the same emotion of delight in the contemplation of the heavenly vault, as in the view of a beautiful landscape.

3. The officer turned constantly upon the tiger, which still continued to shrink from his glance, but darting into a thicket, and again issuing forth at a different quarter, it persevered for above an hour in this attempt to catch him by surprise, till, at last, it fairly yielded the contest, and left the gentleman to pursue his walk.

LESSON 61.—COMPOUND SENTENCES REDUCED, CONCLUDED.

EXERCISE.—*Resolve the following compound sentences into simple ones.*

1. At length, while bravely animating his troops in front, Wolfe received a ball through his wrist, which he hastily bound up, and went on with his accustomed gallantry.

2. Galileo, having heard of the invention of the telescope by Metius, he, without seeing the instrument, constructed one for himself, and with it made several discoveries, particularly of the satellites of Jupiter.

3. He who wishes to give a detail of Nelson's exploits, must transcribe the pages of our naval history; and he who is anxious to do justice to his merits by description, must write with the same spirit with which he fought.

SECTION V.—TRANSPOSITION OF CLAUSES AND MEMBERS.

LESSON 62.

The members and clauses of sentences may frequently be transposed without altering the sense. There is, however, an appropriate arrangement of every phrase and member in a sentence. The following Rule should be carefully observed:—Let those members and phrases which are *intimately connected in sense*, be placed as *near together* as possible.

ILLUSTRATION.—*a.* "The Roman state, in proportion to the increase of luxury, evidently declined." This sentence will be better arranged thus: "The Roman state evidently declined, in proportion to the increase of luxury;" or, "In proportion to the increase of luxury, the Roman state evidently declined."

b. "When one becomes acquainted with objects of a higher nature, those things which appeared great to him whilst he knew nothing greater, will sink into a diminutive size." This sentence will be better expressed thus; "Those things which appeared great to one who knows nothing greater, will sink into a diminutive size, when he becomes acquainted with objects of a higher nature;" or, "To one who knows nothing greater, those things which then appeared great, will sink into a diminutive size, when he becomes acquainted with objects of a higher nature."

In the following Exercises, the position of the members or clauses of each sentence is to be varied in several ways. Let that arrangement which the pupil prefers be placed the last. The words themselves must not undergo any alteration.—The pupil can write the sentence varied *once*, and afterwards read it varied several times.

EXERCISE.—1. The highwayman forcibly took a watch from a gentleman's servant, on the turnpike road.

2. Bleached linen, the pride of the matron, the toil of many a winter's night, the housewife's store, whiter than snow, is laid up with fragrant herbs.

3. Softened by prosperity, the rich pity the poor : disciplined into order, the poor respect the rich.

4. He had ploughed, sowed, and reaped his often scanty harvest with his own hands, assisted by three sons, who even in boyhood were happy to work with their father in the fields.

LESSON 63.—TRANSPOSITION, CONTINUED.

EXERCISE.—*Transpose the clauses in the following sentences, once in writing, and several times vivâ voce.*

1. When April and May reign in sweet vicissitude, I, like Horace, perceive my whole system excited by the potent stimulus of sunshine, and give care to the winds.

2. Early one summer morning, before the family was stirring, an old clock, that, without giving its owner any cause of complaint, had stood for fifty years in a farmer's kitchen, suddenly stopped.

3. As the threatening clouds obscured the moon, and the post-boy drove furiously along the road, suddenly I heard a lamentable sound.

4. From the result of my own personal observation, I am fully convinced that there has formerly been a population much more numerous than exists here at present.

LESSON 64.—TRANSPOSITION, CONCLUDED.

EXERCISE.—*Transpose the clauses in the following sentences, once in writing, and several times vivâ voce.*

1. Leaving it entirely to the imagination to descend further into the depths of time beyond, we can trace these remains of Indian workmanship back six hundred years, from the ages of the trees on them, and from other data.

2. In the treasury belonging to the cathedral in this city, a dish, supposed to be made of emerald, has been preserved for upwards of six hundred years.

3. Contented and thankful, after having visited London, we returned to our retired and peaceful habitation.

4. When the Romans were pressed with a foreign enemy, the women voluntarily contributed all their rings and jewels, to assist the government.

SECTION VI.—INSERTION OF THE PERIOD.

LESSON 65.

The Exercises in this Section consist of sentences which require to be separated by inserting a *period* at the end of each.

RULE.—When a sentence is complete, both in the construction and sense intended, a *period* must be used. The first word after each period must begin with a Capital Letter.

EXERCISE.—Innocence is better than repentance no life is pleasing to God, but that which is useful to mankind adversity borrows its sharpest sting from our impatience the great art is the art of living, and the chief science the science of being happy, the transient day of sinful pleasure is followed by a dark and tempestuous night of sorrow, never leave that to be done the next hour, which may properly be done now; nor dare to put off till to-morrow, the business which you may as well begin to-day.

Young persons should be early introduced to an acquaintance with Polite Literature, in order to exercise their imagination and form their taste selections from the best writers may at first be of use, in directing their attention to such passages as are most likely to make a strong impression upon the fancy, and best worth being committed to memory but, it should be recollected, that such selections are intended to excite, not to satisfy, juvenile curiosity.

Prosperity gains friends, and adversity tries them no knowledge can be attained without study if you would be free from sin avoid temptation, they who have nothing to give can often afford relief to others, by imparting what they feel.

LESSON 66.—INSERTION OF THE PERIOD, CONCLUDED.

EXERCISE.—*Insert the Period at the end of each of these sentences.*

Archimedes, of Syracuse, was celebrated for his skill in mathematics and mechanics Terence was a highly celebrated dramatic Latin writer, and lived in the second century before Christ Robert, Lord Clive, Baron of Plassey, born in Shropshire, 1725, died 1774 he was a celebrated English general in the service of the East India Company; by his valour and conduct he secured to the India Company a vast accession of territory Clive's laurels are unfading after the well-fought battle of Plassey, he was created a peer; and from the Mogul he received a grant of lands worth £27,000 a-year.

Sir Isaac Newton, the prince of philosophers, was born in Lincolnshire, 1642; died 1726 he made great discoveries in astronomy, optics, and mathematics: his chief publications were, his *Principia*, *Optics*, and his *Algebraical Lectures* Sir Isaac's private character was truly amiable, modest, and unassuming; he seemed ignorant that his genius raised him far beyond those who are generally classed as learned men.

SECTION VII.—EXERCISES ON CAPITAL LETTERS.

LESSON 67.

The following words begin with Capital Letters:—

1. The *first* word of every book, chapter, letter, note, or any other piece of writing.
2. The *first* word after a Period; also, after a Note of Interrogation or Exclamation, when the sentence before, and the one after it, are independent of each other.

But, if several interrogative or exclamatory sentences are so connected, that the latter sentences depend on the former, all of them, except the first, may begin with a *small* letter; as, "How doth the city sit solitary that was full of people! *how* are her habitations become so desolate! *how* is she become as a widow!"

3. The names of the *Deity*; as, God, Jehovah, the Almighty, the Supreme Being.

4. The *proper names* of persons, places, streets, rivers, ships, mountains, &c.; as, Thomas, Leeds, Cheapside, the Thames, the Royal George, Snowdon, &c. Also, common nouns, when *personified*; as, "Come, gentle *Spring*."

5. Adjectives derived from the proper names of places; as, *English, French, Roman*.

6. The *first* word of an example or of a quotation, when it follows a semicolon or colon; that is, when it is used in a direct form; as, "Temperance preserves health."

When a quotation is not introduced in a direct form, but follows a comma, the first word must not begin with a capital; as, Solomon observes, that "*pride* goeth before destruction."

7. Every substantive and principal word in the titles of books; as, "Euclid's Elements of Geometry;" "Goldsmith's Deserted Village."

8. The *first* word in every line of poetry.

9. The pronoun *I*, and the interjections *O, Oh*, are written with Capitals; as, "*I* study;" "Hear, *O* Israel!"

EXERCISE.—Mention all the words which begin with capital letters.

LESSON 68.—CAPITAL LETTERS, CONTINUED.

EXERCISE.—Correct the errors in the following sentences.

Truth is the Basis of every Virtue. it is the voice of reason. let its precepts be religiously obeyed. never transgress its limits. every deviation from truth is criminal. let your words be ingenuous. sincerity possesses the most powerful charm. its path is security and peace. which now of these three was neighbour to him that fell among thieves? he that

showed mercy to him. can you forgive me, and be still my friend ? as firmly as i have ever been. hear me, o lord ! for thy loving-kindness is great ! fathers ! senators of rome ! the arbiters of nations ! to you i fly for refuge.

to purchase heav'n, has gold the power ?
can gold remove the mortal hour ?
in life can love be bought with gold ?
are friendship's pleasures to be sold ?
no, all that's worth a wish or thought,
fair virtue gives, unbrib'd, unbought.

LESSON 69.—CAPITAL LETTERS, CONCLUDED.

EXERCISE.—*Correct the errors in the following sentences.*

An ancient heathen king being asked, What things he thought most proper for boys to learn, answered, "those which they ought to practise, when they come to be men." a wiser than this heathen monarch has taught the same sentiment ; "train up a child in the way he should go, and, when he is old, he will not depart from it."

We left home on tuesday morning, arrived in london on wednesday, and reached this place on friday evening.

i am monarch of all i survey,
my right there is none to dispute ;
from the centre all round to the sea,
i am lord of the fowl and the brute.
o solitude ! where are the charms
that sages have seen in thy face ?
better dwell in the midst of alarms,
than reign in this horrible place.
religion ! what treasure untold
resides in that heavenly word !
more precious than silver or gold,
or all that this earth can afford.
but the sound of the church-going bell,
these valleys and rocks never heard ;
ne'er sighed at the sound of a knell,
nor smil'd when a sabbath appear'd.

CHAPTER III.

EXERCISES ON PUNCTUATION.

LESSON 70.

The principal stops observed in every Composition are the Comma (,), the Semicolon (;), the Colon (:), the Period or full stop (.), the Note of Interrogation (?), the Note of Exclamation (!), and the Dash (—).

THE COMMA. — The *Comma* is the shortest pause, and usually separates those parts of a sentence which, though very closely connected in sense and construction, require a pause between them.

RULE 1. *a.* A simple sentence, when short, admits only a period at the end ; as, "No state of life is exempt from trouble."

b. When a simple sentence is long, the subject and predicate, consisting each of a number of words, a comma must be inserted before the verb ; as, "A steady and undivided attention to one object, is a sure mark of a superior mind."

QUESTIONS. — Mention the principal stops. When is the comma employed ? Repeat Rule 1st, *a.* and *b.*, and quote the Examples.

EXERCISE. — *Correct the erroneous Punctuation in the following sentences.*

a. Idleness, is the great fomentor of all corruptions in the human heart. It is honourable, to be a friend to the unfortunate. The friend of order, has made half his way to virtue.

b. The intermixture of evil in human society serves to exercise the suffering graces and virtues of the good.

LESSON 71.—THE COMMA, CONTINUED.

RULE 2. *a.* The Simple members of a Compound Sentence are separated by commas; as, "When the graces of novelty are worn off, admiration is succeeded by indifference." "Crafty men condemn studies, simple men admire them, and wise men use them."

b. But when the members are *closely* connected, the comma is unnecessary; as, "Revelation tells us *how we may attain happiness.*"

RULE 3. *a.* Two words of the same part of speech, whether nouns, adjectives, verbs, participles, or adverbs, do not admit a comma between them when connected by a conjunction *expressed*; as, "The *earth* and the *moon* are planets." "The man of order *catches and arrests* the hours as they fly."

b. But when the conjunction is *not* expressed, a comma is inserted between the words; as, "*Reason, passion* answer one great end." "He is a *plain, honest* man."

When two or more adjectives do not express distinct qualities of the noun, but one adjective merely modifies the other, a comma must not be inserted between them; as, "A *dark brown* coat."

c. A comma may also be inserted when the conjunction is *expressed*, if the parts connected are not short; as, "Intemperance destroys the strength of our bodies, *and* the vigour of our minds."

EXERCISE.—*Point the following sentences correctly.*

RULE 2. *a.* If we delay till to-morrow what ought to be done to-day we overcharge the morrow with a burden which belongs not to it. If the mind sow not corn it will plant thistles.

b. He informed us, how we might obtain the requisite materials.

RULE 3. *a.* Libertines call religion bigotry, or superstition. He, and she were present. Idleness brings forward, and nourishes many bad passions.

b. Every tie every sense of honour was obliterated. Deliberate slowly execute promptly.

c. We have no reason to complain of the lot of man or of the world's mutability.

LESSON 72.—THE COMMA, CONTINUED.

RULE 4. *a.* Three or more nouns, adjectives, verbs, participles, or adverbs, with or without a conjunction, are separated by commas; and the last word, if a *noun* (but not if an adjective), must also be separated from the verb by a comma; as, "Poetry, music, and *painting*, are fine arts." "David was a brave, wise, and *prudent* prince."

b. When words follow each other in pairs, there is a comma between each pair; as, "Anarchy and confusion, poverty *and* distress, desolation *and* ruin, are the consequences of civil war."

EXERCISE.—*Point the following sentences.*

RULE 4. *a.* In our health life possessions connections pleasures there are causes of decay imperceptibly working. Conscience guilt renders us mean-spirited timorous and base. Discomposed thoughts agitated passions and a ruffled temper poison every pleasure of life. A true friend unobscured freely advises justly assists readily adventures boldly takes all patiently defends resolutely and continues a friend unchangeably.

b. Vast rocks and deserts wide and lengthening plains large and rapid streams present themselves to our view and create an agreeable astonishment. To be humble and modest in opinion to be vigilant and attentive in conduct to distrust fair appearances and to restrain rash desires are instructions which the darkness of our present state should strongly inculcate.

LESSON 73.—THE COMMA, CONTINUED.

RULE 5. The words used in a direct address, the case absolute, a short expression, in the manner either of a quotation or of a command, and the infinitive mood absolute, when it is not used as a nominative case, should be separated from the rest of the sentence by commas; as, “*My son*, hear the counsels of thy father.” “I remain, *Sir*, your obedient servant.” “The *time* of youth *being precious*, we should devote it to improvement.” “Plutarch calls lying, *the vice of slaves*.” “I say unto all, *Watch*.” “To enjoy present pleasure, he sacrificed future ease and reputation.”

RULE 6. *a*. When the latter of two nouns, placed in apposition, is accompanied by an adjunct, it must be separated from the former by a comma; as, “Paul, *the apostle of the Gentiles*, was eminent for his zeal and knowledge.”

b. But if such nouns are single, or form only a proper name, a comma is not inserted between them; as, “Paul the Apostle.” “The emperor Antoninus.”

EXERCISE.—Point the following;—

RULE 5. Continue my dear child to make virtue thy principal aim. Come then companion of my toils let us take fresh courage. Peace of mind being secured we may smile at misfortunes. We are strictly enjoined “not to follow a multitude to do evil.” To enjoy present pleasure he sacrificed his future ease and reputation.

RULE 6. *a*. The Shannon the largest river of Ireland issues from Lough Allen Mæcenas a Roman knight was a great patron of literature. Hope the balm of life soothes us under every misfortune.

b. King Charles, the First, was beheaded in 1649.

LESSON 74.—THE COMMA, CONTINUED.

RULE 7.^a Simple members of sentences, connected by comparatives, and phrases placed in opposition to, or in contrast with, each other, are separated by commas; thus, "*As the hart panteth after the water-brooks, so doth my soul after Thee.*" "They are sometimes in union *with*, and sometimes in opposition *to*, the views of each other."

b. When only one word follows the last preposition, a comma must not be inserted before it; as, "He was much attached to, and concerned *for John.*"

c. When the members of comparative sentences are short, the comma is omitted; as, "How much *better* is wisdom *than* gold."

EXERCISE.—Point the following;—

RULE 7. *a.* Nothing is so opposite to the true enjoyment of life as the relaxed and feeble state of an indolent mind. Unavoidable calamities may make a part yet they do not make the chief part of the vexations of life. The more a man speaks of himself the less he likes to hear another talked of. Contrition though it may melt ought not to sink or overpower the heart of a Christian.

b. An inquisitive and meddling spirit often interrupts the good order and breaks the peace of, society. Many states were in alliance with and under the protection of, Rome.

c. The friendships of the world can subsist no longer, than interest cements them.

LESSON 75.—THE COMMA, CONTINUED.

RULE 8. *a.* All adjuncts or explanatory phrases, either at the beginning, middle, or end of a simple sentence, are separated from it by commas; as, "*With gratitude*, I remember his goodness to me." "I remember, *with gratitude*, his goodness to me."

b. In the same manner, the words *nay, so, hence, again, first, secondly, formerly, lastly, therefore, wherefore*, and all other words and phrases of the same kind, must, when considered of importance, and, particularly, at the commencement of a sentence, be separated from the context by a comma; as, “*Besides*, our reputation does not depend on the caprice of man, but on our own good actions.”

c. When, however, these phrases are not considered important, and, particularly, in short sentences, the comma is not inserted; as, “There is *surely* a pleasure in acting kindly.”

d. A word or phrase, when emphatically repeated, is separated by commas; as, “Turn ye, turn ye, why will ye die?”

EXERCISE.—*Point the following;—*

RULE 8. *a.* The tutor by instruction and discipline lays the foundation of the pupil's future honour. Charity like the sun brightens all its objects. Trials in this stage of being are the lot of man. The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness.

b. Here every thing is in stir and fluctuation; there all is serene and orderly. I proceed secondly to point out the proper state of our temper with respect to one another.

c. It was, indeed, very culpable. Industry will, undoubtedly, be rewarded.

d. Attend to good advice.

LESSON 76.—THE COMMA, CONTINUED.

RULE 9. *a.* A comma must be inserted before the relative, when the clause immediately after it is used as *explanatory* of the antecedent clause; as, “He *who* disregards the good opinion of the world, must be utterly abandoned.”

b. But when the relative is so closely connected with its antecedent, that it cannot be transposed, a comma must not be inserted before it; as, "Self-denial is the *sacrifice which* virtue must make."

RULE 10. A comma must be inserted between the two parts of a sentence, which have their natural order inverted; as, "*To God*, nothing is impossible;" that is, "Nothing is impossible to God."

EXERCISE.—*Point the following.*

RULE 9. a. The gentle mind is like the smooth stream which reflects every object in its just proportion and in its fairest colours. Beware of these rash and dangerous connections which may afterwards load you with dishonour.

b. Many of the evils, which occasion our complaints of the world are wholly imaginary. It is labour only, which gives a relish to pleasure.

RULE 10. In youth the habits of industry are the most easily acquired. What is the right path few take the trouble of enquiring.

LESSON 77.—THE COMMA, CONCLUDED.

RULE 11. When any tense of the verb *to be* is followed by a verb in the infinitive mood, which, by transposition, might be made the nominative case to it, the former verb is generally separated from the latter by a comma; as, "The most obvious remedy *is, to withdraw* from all associations with bad men;" that is, "To withdraw from all associations with bad men, is the most obvious remedy."

RULE 12. When a verb is understood, a comma must be inserted; as, "Reading makes a full man; conversation, a ready man; and writing, an exact man."

RULE 13. The word *that*, used as a conjunction, is *preceded* by a comma ; as, "Be virtuous, *that* you may be happy."

EXERCISE.—*Point the following ;—*

RULE 11. The greatest misery is to be condemned by our own hearts. Charles's highest enjoyment was to relieve the distressed and to do good.

RULE 12. As a companion he was severe and satirical ; as a friend captious and dangerous ; in his domestic sphere harsh jealous and irascible. The Grecians excel in precepts ; the Romans in examples.

RULE 13. Be diligent *that* you may become learned. Search the Scriptures *that* you may become wise unto salvation. Be assured that order frugality and economy are the necessary supports of every personal and private virtue.

LESSON 78.—THE SEMICOLON.

The *Semicolon* is employed to separate the parts of a sentence, which are less closely connected than those which are separated by a comma.

RULE 1. When the first division of a sentence contains a complete proposition, but is followed by a clause which is added as an inference, or to give some explanation, the two parts must be separated by a semicolon ; as, "Perform your duty faithfully ; for this will procure you the blessing of heaven."

RULE 2. When several short sentences follow each other, not having any necessary dependence on each other, they may be separated by a semicolon ; as, "Every thing grows old ; every thing passes away ; every thing disappears."

RULE 3. When a sentence contains an enumeration of several particulars, the members are generally se-

parated by semicolons; as, "Philosophers assert, that Nature is unlimited in her operations; that she has inexhaustible treasures in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries, of which we have not the slightest idea."

EXERCISE.—*Insert Semicolons in the following, and also the Comma.*

RULE 1. The passions are the chief destroyers of our peace the storms and tempests of the moral world. Heaven is the region of gentleness and friendship hell of fierceness and animosity.

RULE 2. To give an early preference to honour above gain when they stand in competition to despise every advantage which cannot be attained without dishonest arts to brook no meanness and to stoop to no dissimulation are the indications of a great mind the presages of future eminence and usefulness in life.

RULE 3. As there is a worldly happiness which God perceives to be no other than disguised misery as there are worldly honours which in his estimation are reproach so there is a worldly wisdom which in his sight is foolishness.

LESSON 79.—THE COLON.

The *Colon* is employed to divide a sentence into two or more parts, less connected than those which are separated by a semicolon, but not so independent as to require a period.

RULE 1. A colon is used when a member of a sentence is complete in itself, both in sense and construction, but is followed by some additional remark or illustration, depending upon it in sense, though not in syntax; as, "Study to acquire a habit of thinking: no study is more important."

RULE 2. When the sense of several members of a sentence, which are separated from each other by semicolons, depends on the last clause, that clause is generally separated from the others by a colon: as, "A divine legislator, uttering his voice from heaven; an almighty governor, stretching forth his arm to reward or punish: these are considerations which overawe the world, support integrity, and check guilt."

RULE 3. When an example, a quotation, or a speech, is introduced, it is separated from the rest of the sentence either by a semicolon or a colon; as, "The Scriptures give us an amiable representation of the Deity, in these words; '*God is love.*'"

EXERCISE.—On the Colon, and also on the Comma and Semicolon.

RULE 1. The three great enemies to tranquillity are vice, superstition and idleness: vice which poisons and disturbs the mind with bad passions; superstition which fills it with imaginary terrors; idleness which loads it with tediousness and disgust.

RULE 3. A metaphor is a comparison expressed in an abridged form but without any of the words that denote comparison; as, "To the upright there ariseth light in darkness." All our conduct towards men should be influenced by this important precept: "Do unto others as you would that others should do unto you."

LESSON 80.—THE PERIOD, DASH, ETC.

a. The *Period*.—When a sentence is complete, both in the construction and sense intended, a *Period* must be used; as, "By disappointment and trials, the violence of our passions is tamed."

b. The *Period* must be employed after all abbreviations; as, "A.D." "M.A." "Fol."

c. The *Dash* (—) may be used where the sentence breaks off abruptly, where a significant pause is required, or where there is an unexpected turn in

the sentiment ; as, "And God said"—what?—"let there be light."

d. The Note of Interrogation.—The *Note of Interrogation* (?) is inserted at the end of a sentence in which a question is asked ; as, "Why do you neglect your duty?"

e. The Note of Exclamation.—The *Note of Exclamation* (!) is used after expressions of sudden emotion, joy, terror, surprise, &c., and also with invocations or addresses ; as, "Eternity ! thou pleasing, dreadful thought !"

f. A Parenthesis () includes a clause inserted in the body of a sentence, containing some necessary information or useful remark, but which may be omitted without injuring the grammatical construction of the sentence ; as,

"Know then this truth (*enough for man to know*),
Virtue alone is happiness below."

EXERCISE. a.—On the *Period*. We ruin the happiness of life when we attempt to raise it too high a tolerable and comfortable state is all that we can propose to ourselves on earth peace and contentment not bliss nor transport are the full portion of man perfect joy is reserved for heaven.

b. On Abbreviations.—Constantine the Great was advanced to the sole dominion of the Roman World A D 325 and soon after openly professed the Christian Faith.

c. On the Dash.—

Something there is more needful than expense
And something previous e'en to taste 'tis sense.
This accusation I can hear unmov'd
It is a slander I expect no better.

d. On the Note of Interrogation.—What is there in all the pomp of the world the enjoyment of luxury the gratification

of passion comparable to the tranquil delight of a good conscience.

In what does your duty consist in obeying the divine commands.

e. On the *Note of Exclamation*.—To lie down on the pillow after a day spent in temperance in beneficence and in piety how sweet it is. Behold the happy effects of virtue. How honourable the pursuits of the good man.

f. On the *Parenthesis*.—Left now to himself malice could not wish him a worse adviser he resolves on a desperate project. Pride to use the words of a sacred writer was not made for man.

THIRD HALF-YEAR.

COURSE II.—PART I.

CHAPTER IV.

STRUCTURE OF SENTENCES.

SECTION I.—PERSPICUITY OF EXPRESSION.

LESSON 81.

1. In the *Structure of Sentences* especial care must be had to three things;—1. Perspicuity of Expression; 2. Clearness of Arrangement; and 3. Unity of Sentiment and Construction.

2. *Perspicuity* in the Use of Words and Phrases requires,—1. Purity; 2. Propriety; 3. Precision.

PURITY.

Purity consists in the use of such words and constructions only as belong to the idiom of the language which we speak. Hence,

RULE 1. Avoid all *foreign* and *learned* words, except when used as descriptive of some invention or discovery, or to prevent a tedious and languid circumlocution.

RULE 2. Avoid all *ungrammatical* expressions, *new coined* words, and those which are *obsolete*, that is, those which are not used at present by good authors.

EXERCISE.—*In the following Exercise, substitute for the words in ITALICS others that are in accordance with the Rule.*

If we indulge the roving of passions, we shall contract an *unattentive* habit of mind. These persons lived in *troubled* times. He delivered his opinion with an *unbecoming* *positivity*. If I condemn his conduct, I shall act *counter* to that maxim. He mentions the *improsperous* battle of Demosthenes against the *Ætolians*. He entered upon his farm on the *self* same day as his friend did on his.

LESSON 82.—PROPRIETY.

Propriety of Expression consists in the use of such words and phrases, as the best usage has appropriated to those ideas which we intend to express by them.

RULE 3. To preserve propriety in our words and phrases, we must, in the first place, avoid *low*, *vulgar*, and *provincial* expressions.

EXERCISE.—*Substitute for the words in ITALICS others that are more appropriate.*

What *o'clock* is 't? We *would* be to blame, if we did so. They are not *a whit* better than he. This piece is much *at one* with the other. He will write well *through* time. He *stands* upon security. Give me *a drink* of water. You might have perceived *that with half an eye*. He *holds not* long in one mind. He convinced his opponent by *dint* of argument. That is not the meaning of the phrase as *I take it*. If I fall into the river, I *will* be drowned. They were very dextrous in *smelling out* the designs of others.

LESSON 83.—PROPRIETY, CONTINUED.

RULE 4. In the same sentence, be careful neither to use the same word too frequently, nor in different senses. Thus, "Gregory *favoured* the undertaking, for no other reason than this, that the manager, in

countenance, *favoured* his friend." In the last clause of this sentence, instead of saying, "*favoured* his friend," we should say, "*resembled* his friend."

EXERCISE.—*Substitute in each sentence for those words in Italics others that are more appropriate.*

A man of his *sense* should have a higher *sense* of honour. *This* person was unfortunate in *this* instance; and *this* subjected him to many insults. After all his *pains*, he was under the *painful* necessity of yielding. In *most* of his concerns, he discovers a *most* acute penetration.

RULE 5. Avoid *equivocal* words, that is, never employ those words which may be susceptible of a sense different from the sense you intend to be conveyed.

EXERCISE.—*Substitute other words for those in Italics.*

Is it possible that I should not grieve for *his* loss? If the lad should leave his father, *he* would die. The share which religion has in the enterprise, renders it more *august*. He aimed at nothing *less* than the crown. She went to see the child *dressed*. *I will* have mercy, and *not* sacrifice.

LESSON 84.—PROPRIETY, CONCLUDED.

RULE 6. Avoid all those words and phrases which are not adapted to the ideas intended to be conveyed, or which are less significant of those ideas than others. Thus, "*The observation* of the Sabbath is a duty incumbent on every Christian," should be, "*the observance* of the Sabbath," &c.

EXERCISE.—*Substitute other words for those printed in Italics.*

He has no *less* than seventy houses. He was obliged to *lay* continually in bed. The wicked *fly* when no man pursueth. Galileo *discovered* the telescope. Harvey *invented* the circulation of the blood. The *negligence* of timely precaution was the cause of his loss. A candid man *avows* his mistake, and is

forgiven ; a patriot *acknowledges* his opposition to a bad minister, and is applauded. By proper reflection, we may be taught to *amend* what is erroneous and defective. It is difficult for him to utter three sentences *together*.

LESSON 85.—PRECISION.

Precision of Expression consists in the use of such words and phrases as *exactly* convey the meaning intended, and nothing more than the meaning.

RULE 7. The *repetition* of the same words near to each other, when no particular emphasis is intended, must be avoided.

ILLUSTRATION.—When we wish the mind to stop and dwell on each particular mentioned, we find it necessary to repeat the word ; thus, in the sentence, “ *The sun, the moon, and the stars, are the work of an Almighty Creator ;* ” I intend the reader to dwell on each object, and therefore, I *repeat* the article. On the other hand, when I wish either to express myself briefly, or to denote energy, or the rapidity of motion, I avoid repeating the same word ; thus, “ *He spoke and acted prudently,* ” is preferable to “ *He spoke prudently and acted prudently.* ” In these and in similar instances, therefore, the pupil must consider whether brevity or emphasis is required, and then omit or repeat the word as the case may require. The omission of words is called an Ellipsis.

NOTE 1. The repetition of a *noun* is avoided, either by omitting the second noun altogether, or by substituting some pronoun in its place.

Thus, “ *I consider James’s opinion preferable to William’s ;* ” that is, “ *preferable to William’s opinion.* ” “ *I prefer the poems of Milton to those of Parnell ;* ” that is, “ *to the poems of Parnell.* ” “ *I have heard of that person, though I do not know him ;* ” that is, “ *though I do not know that person.* ”

EXERCISE.—*Avoid the repetition of the nouns in the following sentences.*

The *shoals* were numerous ; the *shoals* were of an immense extent. The *spectators* were numerous ; the *spectators* were respectable. The youth has been well taught ; the youth is most respectably connected. The world considers him a man of application, and a man of deep research. Bodily diseases

are more easily cured than mental diseases. No errors are so difficult to be rooted out as the errors which prejudice has implanted. I have seen the book, but I have not read the book.

LESSON 86.—PRECISION, CONTINUED.

NOTE 2. The repetition of an *Adjective*, a *Phrase*, or a *Sentence*, may be avoided by the use of the word *so*; thus, (*adjective*) "He appears *dull*, though he is not considered *so*;" that is, "not considered *dull*;"—(*phrase*) "He writes with propriety, though he does not speak *so*;" that is, "does not speak *with propriety*."

EXERCISE.—Avoid the repetition of the *Adjective* and *Phrase* in the following sentences.

He was idle in prosperity, and he will not be the less idle in adversity. My father is learned, and my brother is equally learned. John's garden is laid out with taste, though you would not at first conclude that it was laid out with taste. Their ancestors were distinguished for learning, and the present race are more distinguished.

NOTE 3. The repetition of a *Verb* may be avoided by employing *do*, *did*, *have*, *had*, or some other suitable auxiliary; as, "You write your exercise much better than you are accustomed to *do*;" that is, "than you are accustomed to *write it*." "I have read the book, but you *have* not;" that is, "but you *have* not read it."

EXERCISE.—Avoid the repetition of the *Verb* in the following sentences.

You have employed your time more profitably than you are accustomed to employ it. He writes much better than I write. I have not consulted my physician, though my brother consulted him. John signed the document, but Charles did not

sign it. He manifests greater esteem for his father than you manifest.

NOTE 4. The repetition of the conjunction *and* may be avoided;—

1. By omission.
2. By the substitution of the relatives *who*, *which*, *that*, and *what*. (See Lesson 48.)
3. By the substitution of another conjunction or conjunctive phrase; as, *such that*; *so that*; *as well as*; *therefore*. (See Lesson 49.)
4. By substituting the active or the passive participle. (See Lessons 50, 51, 52, 53, 105.)

LESSON 87.—PRECISION, CONTINUED.

RULE 8. The *unnecessary* repetition of the same word, or of the same idea in different words, is called *Tautology*; and is a fault that should always be avoided.

When the tautology is in a *word*, it may be corrected by substituting another of similar meaning; but when it consists in the *idea*, it should be wholly omitted.

EXAMPLE OF TAUTOLOGY IN THE WORD.—“He *went* to Liverpool in the packet, and then *went* to London in his carriage;” may be better rendered thus, “He *went* to Liverpool in the packet, and then *proceeded* to London,” &c.

EXAMPLE OF TAUTOLOGY IN THE IDEA.—“He led a blameless and an irreproachable life, and no one could censure his conduct.” The sentence, when corrected, will stand thus:—“He led an irreproachable life.”

EXERCISE.—*Correct the Tautology in the following sentences.*

1. The sun *shines* by day, and the moon and stars *shine* by night.
2. The first *day was spent* in forming rules of order, and the second *day was spent* in presenting resolutions.

3. It is folly to endeavour *to arm* ourselves against those trials and difficulties which *no arms* can overcome.

4. *Utility* should *usually* be the recommendation of every *utensil* which we *use*.

5. He *used* to *use* many expressions not *usually used*, and which are not generally in *use*.

LESSON 88.—PRECISION, CONTINUED.

RULE 8, Continued.—*Tautology*.

EXERCISE.—*Correct the Tautology in the following sentences.*

1. The circumstances which I *told* to John, he *told* to his brother, who *told* them to the General.

2. The Colonel *ordered* the subordinate officers to *order* their troops to come to *order*.

3. The birds *were clad* in their brightest plumage, and the trees *were clad* in their richest verdure.

4. Grammar *teaches* us to speak properly and write correctly; and Geography *teaches* us the various *divisions* of the earth. Grammar is *divided* into five parts, and Geography *divides* the earth into a number of grand *divisions*.

5. Notwithstanding the rapidity with which time *passes* away, men *pass* their lives in trifles and follies; although reason and religion declare, that not a moment should *pass* without bringing something to *pass*.

LESSON 89.—PRECISION, CONCLUDED.

RULE 8, Concluded.—*Tautology*.

EXERCISE.—*Correct the Tautology in the following sentences.*

1. The *brightness* of the sun *brightens* every object on which it *shines*. The *brightness* of prosperity, *shining* on the anticipations of futurity, casts the *shadows* of adversity into the *shade*, and causes the prospects of the future to look *bright*.

2. No *learning* that we have *learned* is generally so dearly *bought*, nor so valuable when it is *bought*, as that which we have *learned* in the school of experience.

3. Our *expectations* are frequently disappointed, because we *expect* greater happiness from the future than experience authorises us to *expect*.

4. The *errors* which were *erroneously* made have been *corrected*, but the teacher *directed* us to follow the *directions* of the Rule. On referring to the Rules, we found that our *corrections* were *incorrectly* made.

SECTION II.—CLEARNESS OF ARRANGEMENT.

LESSON 90.

Clearness in the structure of sentences, consists in that *arrangement* of the words and members of sentences, by which their relation and connection are rendered perspicuous and determinate.

RULE 9. Care must be taken that *Relative Pronouns*, *Adverbs*, and *Connecting Particles* be placed near those words or clauses which they are intended to modify or connect.

EXERCISE.—*Correct the errors in the following sentences.*

Hence the impossibility appears, that an undertaking managed so, should prove successful. Not to exasperate him, I only spoke a few words. Had he died before, would not then this art have been wholly lost? By doing the same thing it often becomes habitual. They are now engaged in a study of which they have long wished to know the usefulness. Raised to greatness without merit, he employed his power for the gratification solely of his passions. Brevity is not equally adapted to every subject.

LESSON 91.

RULE 10. Arrange your words and phrases in such order, that the reader or hearer may instantly perceive the connection and meaning.

NOTE 1. Words expressing *things connected in thought*, should be placed as near together as possi-

ble. Thus, the sentence, "God heapeth favours on his servants, ever liberal and faithful," should be thus expressed, "God, *ever liberal and faithful*, heapeth favours on his servants."

EXERCISE.—*Alter the Arrangement of the words in ITALICS.*

Beyond that the arts cannot be traced of *civil society or domestic life*. She began to extol the farmer's, as she called him, *excellent understanding*. I have confined myself to those methods for promoting piety, which are in the power of a prince, limited like ours, *by a strict execution of the laws*. For ye rebelled against my commandment in the desert of Zin, in the strife of the congregation, to sanctify me *at the water* before their eyes.

NOTE 2. When different things have an obvious relation to one another, with respect to the *order of time, place, cause, and effect*, or the like, a corresponding order should be observed, in assigning them their *position* in the sentence.

EXERCISE.—*Alter the Arrangement of the words in ITALICS.*

The scribes made it their profession to *teach and* to study the law of Moses. His favour or disapprobation was governed by the *failure or success* of an enterprise. His labours to acquire knowledge have been productive of great *satisfaction and success*. He was a man of the greatest *prudence, virtue, justice, and modesty*. These rules are intended to teach young persons to write with *propriety, elegance, and perspicuity*. The regular tenour of a virtuous life will prove the best preparation for *immortality, death, and old age*.

LESSON 92.

RULE 11. Place the principal object where it will produce the strongest impression and have the best effect. Sometimes the principal object is placed *first*; as, "*Your fathers*, where are they?" Sometimes, it

is placed *last*; as, "For all our actions, and particularly for the employment of youth, *we must hereafter give an account.*"

EXERCISE.—Arrange the words in *ITALICS* according to the Rule.

He that cometh in the name of the Lord, *is blessed*. I have no *silver and gold*, but I give unto thee *such as I have*. In their adversity, my friends shall always hear of me; *never* in their prosperity.

RULE 12. Care is necessary, in the arrangement of clauses denoting *circumstances*, that they occupy an appropriate situation in the sentence.

NOTE 1. Clauses, expressing the *circumstances* of *time* and *place*, must be placed as near as possible at the *beginning* of a sentence.

EXERCISE.—Arrange the clauses in *ITALICS* according to the Rule.

1. However, the miserable remains were, *in the night*, taken down.

2. *While* we ought to be preparing for a higher state of existence, *we are absurdly spending our time in contending about the trifles of a day.*

3. The moon was casting a pale light on the numerous graves that were scattered before me, *as it peered above the horizon, when I opened the small gate of the church-yard.*

NOTE 2. Clauses, denoting circumstances respecting the *action*, should be placed near that part of the sentence, the meaning of which they are intended to affect.

EXERCISE.—Alter the Arrangement of the clauses in *ITALICS*.

1. Let us implore superior assistance, for enabling us to perform our own part, *leaving others to be judged by him who searcheth the heart.*

2. Let us employ our criticism on ourselves, *instead of being critics on others.*

3. These arguments were, without hesitation, and with great eagerness, *laid hold of.*

LESSON 93.

RULE 12, Continued.—NOTE 3. A clause, expressing a *circumstance*, must never be placed between two principal members of a period; for, by such an arrangement, we are left in doubt to which of the two the circumstance refers.

EXERCISE.—*Transpose the words in ITALICS in the following sentences.*

1. Though our brother is upon the rack, *as long as we ourselves are at ease*, our senses will never inform us of what he suffers.

2. Let the virtue of a definition be what it may *in the order of things*, it seems rather to follow than to precede our enquiry of which it ought to be considered as the result.

3. The minister who grows less by his elevation, *like a little statue on a mighty pedestal*, will always have his jealousy strong about him.

NOTE 4. Clauses, expressing circumstances, must not be *crowded together*, but be interspersed in different parts of the sentence, and joined with the principal words on which they depend.

EXERCISE.—*In the following sentences transpose the clauses in ITALICS.*

1. What I had the opportunity of mentioning to my friend, *some time ago, in conversation*, was not a new thought.

2. Though religion will indeed bring us under some restraints, they are very tolerable, and *not only so*, but desirable *on the whole.*

LESSON 94.—ADDITIONAL EXERCISES ON VARIETY
OF ARRANGEMENT.

To assist the young student in acquiring dexterity in discovering and applying on all occasions the clearest and most forcible arrangement of words in a sentence, he is presented with a few additional lessons on this subject. Exercises of this kind will also enable him to penetrate the meaning of such sentences as, by the irregular disposition of their parts, are rendered obscure and perplexing to the generality of readers.

The Rules previously given with respect to the position of words and clauses must be carefully observed.

EXERCISE.—*Arrange the Clauses in the following sentences according to the previous Rules. No words must be substituted for those which are here given; nor must any be omitted.*

1. The introduction into this country of Christianity has been made the subject of many ingenious and interesting speculations. When, or by whom, however, was first communicated to the inhabitants of Britain, the inestimable blessing of evangelical truth, are questions which admit of no positive answer. On such a theme curiosity is not unworthily exercised; but it may be doubted whether it is not wiser to repress than excite it, in the absence of plain and credible authorities, and better to guide it to a more promising point of sight, than to give it hopes of seeing through an almost, if not quite, impenetrable darkness. The wide diffusion of Christianity, before the end of the first century, among the Romans, and the intercourse which they held with this island, render it highly probable that, at an early period, the gospel was preached here. Every Christian was then, if Providence carried him to a foreign country, a missionary; and there is the strongest reason to believe, that private individuals, animated with a ready zeal,

and directed by the rules of their faith, long before the heads of the church conceived the idea of sending its messengers to Britain, had already both among their countrymen established here, and the natives, disseminated the seeds of truth.

LESSON 95.

EXERCISE.—*Arrange the Clauses and Phrases in the following sentences according to the previous Rules.*

2. There were in this legion very brave men, as centurions, Titus Pulpio, and Lucius Varenus, who had now nearly arrived at the highest rank. These perpetual quarrels had between themselves, who should be preferred, and every year with great eagerness contended for precedence. Pulpio, while the battle was raging before the rampart, addressing Varenus, said, "What better place than this for proving your valour? this, this day respecting our contests shall decide." He leaped from the fortifications, when he had said these words, and rushed into the midst of the enemy. Nor does Varenus remain within the rampart, but follows, imagining his honour at stake. Then Pulpio darted at the enemy his javelin, and pierced one of the multitude running to engage him, who falling dead was covered by the shields of the enemy, while all poured their darts on Pulpio, nor did they allow him an opportunity of returning. Pulpio's shield is pierced, and even in his belt the weapon is fixed. This accident entangles his scabbard, and not only prevents him from drawing his sword, but gives an opportunity of surrounding him to the enemy. To his assistance his rival Varenus comes, and endeavours to rescue him. Immediately the multitude quit Pulpio, and turn upon Varenus, imagining the dart had slain him. Varenus meets them with his sword drawn, and fights hand to hand, and having slain one, he drives the others back, but with too great avidity pursuing, falls down, having stepped into a hole. Pulpio in his turn comes to his assistance, and without any injury to themselves, after having slain many, with the greatest glory, retired within the intrenchments.

LESSON 96.

EXERCISE.—*Arrange the Phrases and Clauses in the following sentences according to the previous Rules.*

3. The Nervii being disappointed in their expectations, with a rampart eleven feet high, and a ditch fifteen feet wide, surround the winter quarters. A knowledge of these things in former years they had acquired from our men, and from certain captives whom they had taken, but from want of proper utensils, they were compelled with their swords to cut the turf, and with their hands to carry away the earth. From which circumstance the number of men may be ascertained, for in less than three hours a fortification in circuit of ten miles they built, and in a short time, towers to the height of the wall, and engines of war, in the use of which the same captives had instructed them, they began to construct.

4. Agriculture is the art of causing, in the greatest perfection and plenty, the earth to produce the various kinds of vegetables. It is not only in a rude and unpolished state essential to the well-being of society, but in every stage of its refinement is equally requisite. With regular and abundant returns, it repays the exertions of mankind, as an incitement to its constant and uniform pursuit. It has been esteemed worthy of general attention from the remotest ages, and an object not inconsistent with the rank and situation of persons of the greatest eminence, the simplicity of ancient manners rendered it.

LESSON 97.

EXERCISE.—*In the following Exercises, the Sentences and not the Clauses are to be transposed. These must be so arranged as to follow the natural order of the subject.*

5. Our knowledge of a future world is very imperfect; our ideas of it are faint and confused. When the spirit of meditation subsides, this lively sense of a future state decays; and though the general belief of it remains, yet even good men, when they return to the ordinary business and cares of life,

seem to rejoin the multitude, and to reassume the same hopes, and fears, and interests, which influence the rest of the world. But such efforts of the mind are rare, and cannot be long supported. Happy moments indeed there sometimes are in the lives of pious men, when, sequestered from worldly cares, and borne up on the wings of divine contemplation, they rise to a near and transporting view of immortal glory.

6. Under the care of the Almighty, our education is now going on, from a mortal to an immortal state. When the subjects become too splendid and dazzling for our sight, the curtain is drawn. As much light is let in upon us as we can bear without injury.

7. There is a pleasure in anticipation, which often surpasses that of possession : for it is unalloyed by the satiety and disappointment which often accompany the completion of our wishes. Even the wandering mendicant, when he beholds comforts which he cannot partake, feels some consolation in the thought, that he may yet be as blessed as others. The cares of parental solicitude are beguiled by the prospect of the infant's future years. In the affairs of life, perseverance is supported by the expectation of success.

LESSON 98.

EXERCISE. — *Arrange the Sentences in the following Exercises so as to follow the natural order of the subject.*

8. If the commencement of an undertaking is laudable, the resolution to persist in it must be still more meritorious. The stupendous works of art with which the world abounds, and the great resources which some men have accumulated in their minds, exhibit at once the efficacy of perseverance. Little can be done without determination ; and certainly no great acquirement can be made without patient and steady application. Mountains have been levelled and vast aqueducts have been made, by repeated strokes of the pick-axe and spade ; yet if the single operation of either instrument be compared with the effect which perseverance has made it accomplish, a mixture of wonder and emulation must ensue. There is another

consideration to which no one should be insensible ; it is this, that perseverance not only goes far to ensure success, but also obtains honour for those who, although the least fortunate, have been the most diligent. Such examples teach despair how much may be overcome by resolution ; and that even in competitions, the weaker and less eligible may, like the tortoise, whose perseverance surpassed the swiftness of the hare, conquer the apparent advantages by which they may be opposed.

SECTION III.—UNITY OF A SENTENCE.

LESSON 99.

The *Unity* of a sentence denotes the predominancy of only one proposition or enunciation of thought, and a uniformity of construction throughout the sentence. Different circumstances may, indeed, be introduced, but these must always be made subservient to the principal subject.

RULE 13. We must avoid uniting, in the same sentence, those thoughts and statements which are distinct, or which are only remotely connected with each other.

EXERCISE.—*Divide the first of the following paragraphs into four distinct sentences ; and the second into three sentences.*

1. Boast not thyself of to-morrow ; thou knowest not what a day may bring forth : and, for the same reason, despair not of to-morrow ; for it may bring forth good as well as evil ; which is a ground for not vexing thyself with imaginary fears ; for the impending black cloud, which is regarded with so much dread, may pass by harmless ; or though it should discharge the storm, yet before it break, thou mayst be lodged in that lowly mansion which no storms ever touch.

2. The sun approaching melts the snow, and breaks the icy fetters of the main, where vast sea-monsters pierce through floating islands, with arms which can withstand the crystal

rock ; whilst others, that of themselves seem great as islands, are by their bulk alone, armed against all but man, whose superiority over creatures of so stupendous size and force, should make him mindful of his privilege of reason, and force him humbly to adore the great Creator of these wondrous frames, and the Author of his own superior wisdom.

LESSON 100.

RULE 13, Continued.—NOTE 1. In the construction of sentences, regard must be had, that they be, in general, neither very long, nor very short.

EXERCISE.—*Divide the first of the following paragraphs into three sentences ; and the second into four.*

1. Prosperity is redoubled to a good man, by means of the generous use which he makes of it ; and it is reflected back upon him by every one whom he makes happy : for, in the esteem and good will of all who know him, in the gratitude of dependants, in the attachment of friends, and the intercourse of domestic affection, he sees blessings multiplied around him, on every side.

2. The name of September signifies the *seventh*, although, since the days of Numa Pompilius, this month has been the ninth of the year ; this name was originally given to it by Romulus, because it was the seventh month after March ; and it was dedicated by the Romans to Vulcan ; and, the ending of this name, *ember* or *imber*, which is the Latin word for *shower*, indicates that the wet season generally commenced in this month.

LESSON 101.

RULE 14. During the course of the sentence, the scene should be changed as little as possible ; and all unnecessary transitions from one person, subject, or object to another, should be avoided.

ILLUSTRATION.—“ After we came to anchor, they put me on shore, where I was welcomed by all my friends, who received me with the greatest kindness.” In this sentence, though the objects contained in it have a connec-

tion with one another, yet, by changing so often both the place and the person, *we* and *they*, *I* and *who*, and, by unnecessarily mixing active and passive verbs, not only is the sense weakened, but the unity of the sentence impaired. The following construction renders the sentence correct;—“Having come to anchor, I was put on shore, where I was welcomed by all my friends, and received with the greatest kindness.”

EXERCISE.—*Correct the following sentences according to the Rule.*

He will have compassion upon us; he will subdue our iniquities; thou wilt cast all their sins into the depths of the sea. Desires of pleasure usher in temptations, and the growth of disorderly passions is forwarded. A short time after this injury he came to himself; and the next day, they put him on board a ship, which conveyed him first to Corinth, and thence to the island of *Ægina*. By eagerness of temper, and precipitancy of indulgence, men forfeit all the advantages which patience would have procured; and, by this means, the opposite evils are incurred to their full extent. He who performs every employment in its due place and season, suffers no part of time to escape without profit: and thus, his days are multiplied, and much of life is enjoyed in a little space.

LESSON 102.

RULE 14, Continued.

EXERCISE.—*Correct the following Exercises according to the Rule.*

This prostitution of praise affects not only the gross of mankind, who take their notions of character from the learned; but also the better sort must, by this means, lose some part at least of their desire of fame, when they find it promiscuously bestowed on the meritorious and undeserving. This was a number of waggoners and sumpter boys, whom Robert had collected together; and having supplied them with military standards, gave them, at a distance, the resemblance of a formidable body. The Britons, daily harassed by cruel inroads from the Picts, were forced to call in the Saxons for their defence; who consequently reduced the greater part of the island to their own power; drove the Britons to the most

remote and mountainous parts : and the rest of the country, in custom, religion, and language, became wholly Saxon.

LESSON 103.

RULE 15. Those members of a sentence which express a *comparison* or *contrast* between two things, require a corresponding resemblance in the language and construction.

ILLUSTRATION.—"A friend exaggerates a man's virtues, an enemy *intimates* his crimes." Here, the opposition in the thought is neglected in the words ; it will be properly expressed thus ; "a friend *exaggerates* a man's virtues ; an enemy, his crimes."

EXERCISE.—*Correct the following sentences according to the Rule.*

The old may inform the young ; and the young may animate those who are advanced in life. What we lose on the one hand we are gainers on the other. The style of some great ministers has, of late, very much excelled that of any other productions. If men of eminence are exposed to censure on the one hand, they are as much liable to flattery on the other. If they receive reproaches which are not due to them, they likewise receive praises which they do not deserve. He can bribe, but he is not able to seduce. He can buy, but he has not the power of gaining. He can lie, but no one is deceived by him.

LESSON 104.

RULE 16. *Parentheses* should, in general, be avoided, and the thought, implied by the parenthetical member, be transferred to the following sentence.

When the parentheses are very short, and serve as *necessary* explanations, they may be admitted, but these must be so judiciously introduced as to glide, at once, into our conception, without compelling the reader to review what preceded the interruption. The parenthesis in the following sentence is correctly introduced :—

"And was the ransom paid ? It was ; and paid
(What can exalt the bounty more ?) for thee."

Correct the following ;—

EXERCISE.—Never delay till to-morrow, (for to-morrow is not yours ; and though you should live to enjoy it, you must

not overload it with a burden not its own) what reason and conscience tell you ought to be performed to-day. Without some degree of patience exercised under injuries, (as offences and retaliations would succeed one another in endless train) human life would be rendered a state of perpetual hostility. Our pride and self-conceit, (by nourishing a weak and childish sensibility to every fancied point of our own honour and interest, while they shut up all regard to the honour and interest of our brethren) render us quarrelsome and contentious. The discontented man (as his spleen irritates and sours his temper, and leads him to discharge its venom on all with whom he stands connected) is never found without a great share of malignity.

SECTION IV.—VARIETY OF EXPRESSION.

LESSON 105.

As the practice of expressing the same *sentiment in various ways* contributes both to extend the pupil's knowledge of the language, and to enable him to deliver his sentiments with clearness and propriety, he is presented with a few additional Lessons on this subject. Some of the subsequent rules have already been given; but the recapitulation of them here, with additional exercises, will tend to impress them the more strongly on the mind of the pupil.

RULE 17. In the structure of sentences, carefully avoid the unnecessary use of the conjunction *and*. The present or perfect participle, as previously stated, may, in general, supply its place.

EXAMPLE WITH THE PRESENT PARTICIPLE.—“He descended from his throne, *and* ascended the scaffold, *and* said, ‘Live, incomparable pair.’” Better thus; “*Descending* from his throne, and *ascending* the scaffold, he said, ‘Live, incomparable pair.’”

EXAMPLE WITH THE PERFECT PARTICIPLE.—“She was deprived of all, but her innocence; and lived in a retired cottage with her widowed

mother, and was concealed more by her modesty than by solitude." Better thus; "Deprived of all but her innocence, and living in a retired cottage with her widowed mother, she was concealed more by her modesty than by solitude."

EXERCISE.—*Substitute the Participle for the Conjunction in the following sentences.*

1. I have frequently paused in the wilderness, and contemplated the traces of the whirlwind; and wondered at the mighty force of that invisible power, which roots up the stupendous oak and lofty pine, and spreads ruin and desolation over the fair face of nature.

2. An ass found the skin of a lion and put it on; and went into the woods and pastures, and threw all the flocks and herds into a terrible consternation. At last, he met his owner, and he would have frightened him also; but the good man saw his long ears stick out, and presently knew him, and with a good cudgel made him sensible that notwithstanding he was dressed in a lion's skin, he was really no more than an ass.

LESSON 106.

EXERCISE.—*In the following sentences substitute, wherever you can, the Participle for the Conjunction.*

1. I fixed my eyes on different objects; and I soon perceived that I had the power of losing and recovering them, and that I could at pleasure destroy and renew this beautiful part of my existence. This new and delightful sensation agitated my frame, and gave a fresh addition to my self-love, and caused me to rejoice in the pleasures of existence, and filled my heart with gratitude to my beneficent Creator.

2. Columbus perceived that it would be of no avail to have recourse to any of his former expedients, and found it impossible to rekindle any zeal for the success of the expedition; and endeavoured to soothe passions which he could no longer command, and gave way to a torrent too impetuous to be checked.

3. They erected a crucifix, and prostrated themselves before it, and gave thanks to God for conducting their voyage to such a happy issue.

LESSON 107.

RULE 18. The transitive verb may be changed into the passive, and the passive into the transitive, without altering the sense.

Thus, "All mankind *must taste* the bitter cup which destiny has mixed," may be thus varied, "The bitter cup which destiny has mixed *must be tasted* by all mankind."

EXERCISE.—*Vary the Verbs and the Dependent Words in the following sentences.*

1. The project was received with great applause, by all the company.

2. Gentleness corrects whatever is offensive in our manners.

3. The places of those who refused to come were soon filled with a multitude of delighted guests.

4. You have pleaded your incessant occupation. Exhibit, then, the result of your employment.

5. In visiting Alexandria, what most engages the attention of travellers is the Pillar of Pompey, as it is called, situated at a quarter of a league from the southern gate.

6. We receive such repeated intimations of decay in the world through which we are passing, decline, and change, and loss follow decline, and change, and loss in such rapid succession, that we can almost catch the sound of universal wasting, and hear the sound of desolation going on around us.

7. The favoured child of nature who combines in herself those united perfections may be justly considered the masterpiece of creation.

LESSON 108.

RULE 19. The *Case Absolute* may frequently be employed instead of the Verb and Conjunction.

Thus, instead of saying, "The class recited their lessons, and the teacher dismissed them;" we may say, "The class *having recited* their lessons, the teacher dismissed them."

EXERCISE.—*Substitute the Case Absolute for the Verb and Conjunction in the following sentences.*

1. The battle was concluded, and the commander-in-chief ordered an estimate of his loss to be made.
2. The waters of the Lake Ladoga were swollen by the continued rains; and the Neva inundated the city of Petersburg, and swept away the houses on its banks.
3. The trees were cultivated with much care, and the fruit was rich and abundant.
4. The love of praise is naturally implanted in our bosoms; and it is a very difficult task to get above the desire of it, even for things that should be indifferent.
5. The rain poured in torrents upon us, and we were obliged to take shelter in a forest.
6. Offences and retaliations succeed each other in endless train; and human life will be rendered a state of perpetual hostilities, without some degree of patience exercised under injuries.
7. The evidence and the sentence were stated; and the President put the question, whether a pardon should be granted.

LESSON 109.

RULE 19, Continued.

EXERCISE.—*Substitute the Case Absolute for the Verb and Conjunction in the following sentences.*

1. His mind was the prey of evil passions, and he was one of the most wretched of beings.
2. Few governments understand how politic it is to be merciful; and severity and hard-hearted opinions accord with the temper of the times.
3. Pliny says, that Suetonius Paulinus reached Mount Atlas in ten days' march, and advanced a few miles beyond it, in a desert of dark-coloured sand, met a river which he supposed to be the Niger.
4. I travelled through the county of Kerry; and my eye was caught by a cluster of horses tied near a ruinous, old, wooden house, not far from the road side.

5. A general description of the country was given in a former letter; and I shall now entertain you with my adventures.

6. The boldness and variety of his speculations recommended him to the subtle temper of the Arabians; and he was by them first made known to Modern Europe.

LESSON 110.

RULE 20. The same idea may be varied; 1. By employing adjectives and adverbs instead of nouns, and the contrary; 2. By reversing the correspondent parts of the sentence; 3. By a negation of the contrary instead of a simple, direct, or positive affirmation; and the contrary; Or, 4. By the use of different words.

ILLUSTRATION.—Thus, "Idleness is the cause of misery;" may be variously expressed; as, 1. Idleness is the bane of enjoyment. 2. Idleness is an enemy to happiness. 3. Indolence destroys all real pleasures. 4. Want of occupation prevents the enjoyment of life. 5. Laziness is a great barrier to the solid enjoyments of life. 6. Inactivity of mind or body stagnates the spirits, and prevents their easy and natural flow. 7. Indolent habits lay the foundation of future misery. 8. Without industry there can be no happiness.

EXERCISE.—*Let the pupil vary the following twice in writing, and several times, vivâ voce.*

1. He who lives always in the bustle of the world, lives in a perpetual warfare.

2. The advantages of this world, even when innocently gained, are uncertain blessings.

3. Charity consists not in speculative ideas of general benevolence, floating in the head, and leaving the heart, as speculations too often do, untouched and cold.

4. A wolf let into the sheep-fold, will devour the sheep.

LESSON 111.

RULE 20, Continued.

EXERCISE.—*Let the pupil vary the following twice in writing and several times, vivâ voce.*

1. What sculpture is to a block of marble, education is to the human soul.

2. They who have nothing to give, can afford relief to others, by imparting what they feel.

3. He that honoureth his father shall have long life: and he that is obedient unto the Lord shall be a comfort to his mother.

4. My son! help thy father in his age; and grieve him not, as long as he liveth.

5. Every thing grows old; every thing passes away; every thing disappears.

LESSON 112.

RULE 20, Continued.

EXERCISE.—*Let the pupil vary the following twice in writing, and several times, viva voce.*

1. Be not proud; for pride is odious to God and man.

2. The best season for acquiring the spirit of devotion is in early life: it is then attained with the greatest facility; and at that season there are peculiar motives for the cultivation of it.

3. Beware of desperate steps! The darkest day will on to-morrow have passed away.

4. Blame not, before you have examined the matter: understand first, and then rebuke.

5. However virtue may be neglected for a time, men are so constituted as ultimately to acknowledge and respect genuine merit.

LESSON 113.

RULE 21. Sometimes a Periphrasis or Circumlocution (that is, the use of several words to express the sense of one) may be employed.

Thus, instead of simply saying, "The sun;" we may say, "The glorious luminary of day." For "Mankind," we may say, "The human race."

EXERCISE.—*Let the pupil express the following Words and Phrases in a Periphrasis.*

- | | | |
|-----------------|-------------------|-------------------|
| 1. We must die. | 5. Geography. | 9. Wealth. |
| 2. Death. | 6. A School-room. | 10. Heaven. |
| 3. Grammar. | 7. Temperance. | 11. Solitude. |
| 4. Arithmetic. | 8. Industry. | 12. Civilization. |

LESSON 114.

RULE 21, Continued.

EXERCISE.—*Let the pupil express the following Words and Phrases in a Periphrasis.*

- | | |
|---|--|
| 1. The ocean is calm. | 5. Chatham is dead. |
| 2. The stars twinkle. | 6. The grass is green. |
| 3. Winter is a desolate season. | 7. Nature looks fair. |
| 4. A contented man enjoys the greatest portion of life. | 8. Life is short. |
| | 9. God is omniscient, eternal, and omnipotent. |
| | 10. Retirement. |

LESSON 115.

RULE 21, Continued.

EXERCISE.—*Let the pupil express the following Words and Phrases in a Periphrasis.*

- | | |
|---|--|
| 1. A king. | 7. Rhetoric. |
| 2. A sailor. | 8. Astronomy is a delightful study. |
| 3. The water evaporates. | 9. His actions were unbecoming. |
| 4. Obedience is due to parents. | 10. Enthusiasm is apt to betray us into error. |
| 5. Syntax is the third part of Grammar. | |
| 6. The air is elastic. | |

LESSON 116.

RULE 22. To avoid the harshness of plain expressions, we can employ a *Euphemism* or a softened mode of expression.

Thus, instead of saying "he was drunk," "he told a lie," "he is idle," we may express ourselves more mildly by saying, "he was intoxicated;" "he misrepresented the case;" "he is not noted for his industry."

EXERCISE. — Let the pupil employ Euphemisms in the following sentences, instead of the words in *ITALICS*.

- | | |
|---|--|
| 1. I <i>hate</i> that man. | 7. He cannot <i>digest</i> his food. |
| 2. He was <i>turned out of</i> office. | 8. He was sent to the mad-house. |
| 3. He <i>cheats</i> and she <i>lies</i> . | 9. He <i>has no money</i> . |
| 4. He is a <i>thief</i> , a <i>rascal</i> . | 10. He has <i>run into debt</i> . |
| 5. John is a <i>coward</i> . | 11. He is a <i>great glutton</i> . |
| 6. He has been sent to <i>prison</i> . | 12. He <i>turns up his nose at every thing</i> . |

LESSON 117.

RULE 22, Continued.

EXERCISE. — Let the pupil employ Euphemisms in the following sentences, instead of the words in *ITALICS*.

- | | |
|---|---|
| 1. His mother <i>scolded</i> him. | 8. George is a <i>troublesome boy</i> . |
| 2. I believe that he <i>stole</i> the book. | 9. His garments were <i>dirty and ragged</i> . |
| 3. John is a <i>spendthrift</i> . | 10. He <i>works hard for his living</i> . |
| 4. He is a <i>very stingy fellow</i> . | 11. This <i>fellow</i> must be <i>put into the poor-house</i> . |
| 5. That woman <i>has very siut-fish manners</i> . | 12. Jane is a <i>dirty slattern</i> . |
| 6. This person is <i>very proud</i> . | |
| 7. John is a <i>conceited fellow</i> . | |

SECTION V. — PARAGRAPHS.

LESSON 118.

RULE 23. Every Composition may be divided into separate portions or sections, called Paragraphs, which will vary in length according to the nature of the subject. Those sentences which are intimately connected with each other in thought, must be combined into one paragraph, while those that are different, must be separated into distinct paragraphs.

When one subject is continued to a considerable length, the larger divisions of it should be put into distinct paragraphs. The facts, premises, and conclusions of a subject, must also be divided into paragraphs.

EXERCISE. — *Separate the following into five distinct Paragraphs.*

As the knowledge of language is intimately connected with every other kind of information, and as in the languages of ancient Greece and Rome, are preserved some of the noblest productions of human genius, a principal place is assigned to these subjects. In recommendation of our own language it is superfluous to have recourse to arguments. All that are acquainted with it, foreigners as well as natives, must be convinced of its excellence; particularly as it is the vehicle of productions eminently distinguished by Genius, Taste, Learning, and Science. And as language should be considered not merely as a channel to convey our thoughts upon common occasions, but as capable of ornament to please, and of energy to persuade mankind; and as such improvements are both gratifying and beneficial to society, proper attention is due to the study of eloquence. Cicero, the most celebrated of Roman Orators, has very justly remarked, that ignorance of the events and transactions of former times condemns us to a perpetual state of childhood: from this condition of mental darkness we are rescued by History, which supplies us with its friendly light to view the instructive events of past ages, and to collect wisdom from the conduct of others. And as there are particular countries, from which we have derived the most important information in religion, arts, sciences, and literature, we ought carefully to inspect the pages of their interesting records. The most ancient people of whom we have any authentic accounts, are the Jews: to them was communicated, and by them was preserved, the knowledge of the true God; while all other nations were sunk in the most abject superstition, and disgraced by the grossest idolatry.

LESSON 119.—PARAGRAPHS, CONTINUED.

EXERCISE.—*Divide the following subject into the Definition, Cause, Antiquity, Novelty, Advantages, and Disadvantages.*

ON FRIENDSHIP.

Friendship is an affectionate union of two persons of nearly the same age, the same situation in life, the same sentiments, and (as some writers will have it) of the same sex. Friendship is in the nature of man. As man is a social creature, it is no wonder he should love to associate with those of similar dispositions, and to attach himself to that person who is most like himself. This attachment naturally produces reciprocal acts of kindness, which beget that union we call friendship. The ancient writers of morality are full of encomiums on friendship, while the poets and historians abound with the brightest examples of it; the friendship of David and Jonathan in the Sacred Writings, of Achilles and Patroclus in Homer, and of Nisus and Euryalus in Virgil, show how strong an attachment may be formed by two persons of the same sex, and to what a degree of enthusiasm this attachment is sometimes carried. The moderns, indeed, seem to have abated of this enthusiasm of friendship; but have not entirely extinguished it. Shining instances might be produced, from modern history, of the force of friendship; nor are our own times, degenerate as they are supposed to be, entirely without them. There are strong reasons in the nature of man why friendship should form so conspicuous a part in his character. Every one finds himself so much in need of a person in whom he can confide; he finds his joys so much increased, and his sorrows so much abated, when shared by a sincere friend, that it is no wonder we find few people of sentiment without a person they can call a friend. But, however advantageous it may be to have a sincere friend, it is dangerous to have a false one. Unfaithfulness in friendship has been the foundation of many tragedies; and history is full of the fatal consequences of it. The strongest friendships are generally formed in youth, when we are the least capable of choosing a friend, and a greater

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misfortune cannot befall a generous youth, than to make a wrong choice; for such a one will find it a hard task to give up his friend, though he must do it, or be involved in crime. "Try your friend," therefore, "before you choose him," is the wise caution of all ages and nations.

LESSON 120.—PARAGRAPHS, CONCLUDED.

EXERCISE.—*Divide the following subject into the Proposition (that is, the enunciation of what is intended to be proved), the Reason and Confirmation, Simile, Example, Testimony, and Conclusion.*

PERSEVERANCE GENERALLY PREVAILS.

Perseverance seldom fails of making us successful in any thing we undertake. For though the steps are slow by which it advances, yet as every step advances nearer and nearer to its end, it must in time make a considerable progress, and crown our endeavours with the desired success. To confirm this truth, we need only remark how surprisingly any thing increases to which we add only a little every day, and what a bulky volume the exercises we write at school would make if we were to collect them together at the year's end. The fable of the hare and the tortoise finely exemplifies the force of perseverance: the former, trusting to the swiftness of her foot, delayed setting off upon the race so long, that the latter, though slow, by continually advancing a little, got the soonest to the goal, and became the winner. We scarcely read in history of any fortifications, however strong, that held out against a persevering besieger; and in common life we find the utmost difficulty in refusing the importunity of those who incessantly solicit us, and often unwillingly yield to them what we ought to refuse. Dr. Johnson tells us, that diligence, which is nearly allied to perseverance, is never wholly lost; for even though we miss our principal aim, we gain improvement by pursuing it with perseverance. It may, therefore, be concluded, that if we make but little progress in our undertakings, it is generally more owing to our want of perseverance than of ability.

FOURTH HALF-YEAR.

COURSE II.—PART II.

FIRST EFFORTS IN ORIGINAL COMPOSITION.

CHAPTER V.

EXERCISES ON OBJECTS.

SECTION I.—ON THE *APPEARANCES, QUALITIES,* AND *USES* OF OBJECTS.

In this Section, place an object before the Pupil, and require him to tell, from examination and conversation, what are its *appearances, qualities, and uses*. Let one sense be exercised before another be called into operation. On *no account* must the Pupil consult any books on these subjects: to the *Teacher* and his *own mind alone* must he apply for information.

ILLUSTRATION.—Suppose a *Piece of Glass* were presented to the Pupil, then questions similar to the following might be proposed. How does this piece of glass look? *Ans. Bright.* Place it before your eye; can you see through it? *Ans. I can.* What word is applied to an object which we can see through? *Ans. Transparent.* Then to the eye, the glass appears *bright and transparent.*

Now, take the glass in your hands; how does it feel? *Ans. Smooth and hard.* Throw it upon the floor; you see that it breaks into pieces. What word signifies capable of being broken to pieces? *Ans. Brittle.* Next, throw a piece into the fire; what becomes of it? *Ans. It melts.* What word would you employ to denote this quality? *Ans. The word fusible.*

Next, what are the *Uses* of Glass? *Ans.* Our windows are made of glass. These serve to admit the light, and exclude the cold. Mirrors, tumblers, and various other utensils are made of glass.

From this conversation, the Pupil can write the result in his own words, according to the following

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MODEL.—A PIECE OF GLASS.

Appearance.—It is bright and transparent.

Qualities.—To the touch it is smooth and hard. On trial, I find that it is brittle and fusible.

Uses.—Glass is employed in making windows, mirrors, tumblers, and other domestic vessels.

Two or three Articles discussed in this manner will be quite sufficient for a Lesson. Perhaps, in many instances, one article would be enough. It would be better that the Pupil thoroughly understand one, than that he should write two in an imperfect or slovenly manner.

LESSON 121.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Appearance,.....</i>	} Indian Rubber.
<i>Qualities,.....</i>	
<i>Uses, of</i>	

LESSON 122.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Appearance, ...</i>	} 1. Wool.
<i>Qualities,.....</i>	
<i>Uses, of</i>	
	} 2. Leather.

LESSON 123.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Appearance, ...</i>	} 1. Loaf Sugar.
<i>Qualities,.....</i>	
<i>Uses, of</i>	
	} 2. Sponge.

LESSON 124.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Appearance, ...</i>	}	1. Water.
<i>Qualities,</i>		2. Wax.
<i>Uses, of</i>		3. Bread.

LESSON 125.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Appearance, ...</i>	}	1. Whalebone.
<i>Qualities,</i>		2. Blotting Paper.
<i>Uses, of</i>		3. Milk.

LESSON 126.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Appearance, ...</i>	}	1. Tea.
<i>Qualities,</i>		2. Coffee.
<i>Uses, of</i>		

SECTION II.—THE APPEARANCE, PARTS, QUALITIES, AND USES OF OBJECTS.

This Section is an extension of the preceding, and is applied to objects consisting of several *parts*.

ILLUSTRATION.—Suppose *A Pin* were submitted to the Pupil for examination, he might proceed in the following manner;—

I see that this Pin has several parts; namely, A Head, a Shank, a Point. I see also that the Head is round, the Shank is straight and tapering, and the Point sharp.

When I look at the Pin as a whole, I find that I cannot see through it. When we cannot see through a substance, it is said to be *opaque*, which is a term derived from the Latin *opacus*, signifying *dark*.

The Pin also has a bright and whitish appearance.

On examining it, I find that it is *hard, solid, smooth, and cold*.

We know that Pins are useful for many purposes, such as keeping together, for a time, parts of dress, &c.

The information thus elicited might afterwards be expressed according to the following

MODEL.—A PIN.

Its Parts.—Its Parts are the Head, the Shank, and the

Point. The Head is round, the Shank is straight and tapering, and the Point sharp.

Appearance.—It is an opaque substance, having a bright and whitish appearance.

Qualities.—To the touch, it is hard, smooth, cold, and solid. By experiment, we find that it is flexible.

Uses.—It is useful in keeping together, for a time, parts of dress, &c.

LESSON 127.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. A Cube of Wood.
<i>Appearance,</i>		2. An Uncut Lead Pencil.
<i>Qualities,</i>		3. A Pen.
<i>Uses, of</i>		

LESSON 128.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. A Wax Candle.
<i>Appearance,</i>		2. A Book.
<i>Qualities,</i>		
<i>Uses, of</i>		

LESSON 129.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. An Egg.
<i>Appearance,</i>		2. A Penknife.
<i>Qualities,</i>		
<i>Uses, of</i>		

LESSON 130.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. A Key.
<i>Appearance,.....</i>		2. A Coffee Berry.
<i>Qualities,.....</i>		3. A Pair of Scissors.
<i>Uses, of</i>		

*SECTION III.—THE APPEARANCE, PARTS, QUALITIES,
AND USES OF OBJECTS, WITH EXPERIMENTS.

In this Series, the following mode can be adopted.

1. Let the object be placed before the Pupil, and carefully examined by the senses of *sight, feeling, taste, smell, and hearing*, in turn.

2. Let it be shown whether the substance is *natural* or *artificial*, *animal* or *vegetable*, *animate* or *inanimate*, &c. Particular attention must be paid to the proper understanding of the terms employed, both with regard to their meaning and derivation.

3. Let the *Uses* of the object be specified.

4. *Experiments* can be made; but when these are impracticable, such observations can be offered by the judicious Teacher, as shall elicit additional information on the subject.

In *writing down* the information thus obtained, the Pupil must be accustomed to state what each organ has suggested, completing what he has learned by one sense before he proceeds to another.

MODEL.—A PENNY.

1. *The Parts*.—The Parts of a Penny are the Surfaces, Edges, Impression, Image, Superscription, Reverse, and Date.

2. *The Appearance*.—I perceive that the penny is opaque, bright, reddish brown, and uneven in its surface.

3. On conversing with my Teacher, I find that the Penny is made from copper ore, which is dug from a mine. This ore contains sulphur in union with copper. When the sulphur is forced off by smelting, the copper is stamped by a die which falls upon the coin with great force. As Copper is dug from the mines, it is called a *mineral*; from its capability of being *melted*, it is called *metallic*.

4. *Use*.—A Penny is employed as one of our coins to purchase any thing.

5. *Experiments*.—To the touch, a Penny is cold, hard, uneven. It is also heavy and durable.

LESSON 131.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts</i> ,	}	1. An Apple.
<i>Appearance</i> ,		2. An Acorn.
<i>Qualities</i> ,		
<i>Uses</i> , of.....		
<i>Experiments</i> , with ..		

Particular words to be explained;—1. Spherical, odorous, membranaceous. 2. Concave, circular, surface.

LESSON 132.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts</i> ,	}	1. Brown Sugar.
<i>Appearance</i> ,		2. Honey-comb.
<i>Qualities</i> ,		
<i>Uses</i> , of.....		
<i>Experiments</i> , with ..		

Words to be explained;—1. Foreign, important, granulous, soluble. 2. Compressible, hexagonal.

LESSON 133.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts</i> ,	}	1. Refined Sugar.
<i>Appearance</i> ,		2. A Cork.
<i>Qualities</i> ,		
<i>Uses</i> , of.....		
<i>Experiments</i> , with ..		

Words to be explained;—1. Crystalline, nutritious, conical. 2. Elastic, porous, cylindrical, inflammable.

LESSON 134.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. A Butter-cup.
<i>Appearance,</i>		2. An Oyster.
<i>Qualities,</i>		
<i>Uses, of.....</i>		
<i>Experiments, with ..</i>		

Words to be explained;—1. Petals, stamens or stamina, pistils, grooved, fibrous. 2. Valves, mollusca, laminae, marine, pulverable, (iridescent), lubricous.

LESSON 135.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. Fur.
<i>Appearance,</i>		2. A Needle.
<i>Uses, of.....</i>		
<i>Experiments, with ..</i>		

Words to be explained;—1. Flexible, tubular.

LESSON 136.

After a careful examination on your own part, and conversation with your Teacher, write down

<i>The Parts,</i>	}	1. A Lemon.
<i>Appearance,</i>		2. A Cabbage.
<i>Uses, of.....</i>		
<i>Experiments, with ..</i>		

SECTION IV.—QUALITIES, NATURAL HISTORY OR MODE OF PREPARATION, AND USES OF SUBSTANCES.

In this Series, having placed the object before the Pupil, require him, from examination, to mention its *appearance* and *properties*. Should the Object be manufactured, let it be presented both in its raw and manufactured state, and carefully analysed. Its *uses*

may then be fully illustrated. Next, detail in what way it is manufactured, or by what process it is reduced to its present form; if it is of foreign production, from what country it is imported. From the information thus derived, the Pupil can arrange his materials in the order most agreeable to himself. The following Example may serve, not for close imitation, but as a *Specimen* of the manner in which the Pupil may express his ideas.

SPECIMEN.—BUTTER.

Butter is prepared from the milk of the cow. When milk has been allowed to remain undisturbed a few hours, a thick rich substance, called *cream*, rises to the surface. This is taken off, either by means of a spoon or a flat piece of tin full of small holes, through which the thin milk will run, but which will not allow the cream to pass through. The cream thus taken off, is put into earthen jars, and kept a day or two, till there is a sufficient quantity to begin making butter. The instrument by which butter is made is called a *churn*. The thin liquid which remains in the churn, is called *butter-milk*. This, when fresh, is frequently drunk by the poorer people, particularly in Ireland. After the butter has been taken out of the churn, and washed in spring water, it is worked up with the hand on a piece of marble, to cleanse it from the milk which may remain. Next, salt is added to improve its flavour; and then it is made into lumps of various shapes and sizes, according to the taste of the dairy-maid. The place where the milk is kept is called a *Dairy*, and the woman who attends to it, a *Dairy-maid*.

LESSON 137.

<p>Object. Camphor.</p>	{	<p><i>Hints.</i>—What is camphor? Where is it abundant? What hardens it? For what much employed in India? Its Qualities and Uses?</p>
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LESSON 138.

Object. { Hints.—How produced? Detail the pro-
Wax Candle. ... { cess—the wick. How is the flame fed?

LESSON 139.

Fatty. { Hints.—What is its nature?—how har-
dened?—of what is it composed? How is
whiting prepared? From what is the lin-
seed oil extracted?

LESSON 140.

Cheese. { Hints.—How prepared? What remains?
How is *rennet* made? How is cheese co-
loured?

LESSON 141.

Horn. { Hints.—Define it. Explain *graminivo-*
rous. How is horn formed into different
shapes? When is it employed instead of
glass? How was it formerly, and how at
present, used?

LESSON 142.

Honey. { Hints.—From what collected? Describe
the manner in which bees collect their ho-
ney. In what way can Judæa be said to
have been a "land flowing with milk and
honey?"

LESSON 143.

Starch. { Hints.—How obtained? Describe the
process of softening the wheat and making
the starch. For what is starch used? From
what may starch be extracted?

LESSON 144.

Object. { *Hints.*—Its nature. From what is the
 Glue. best obtained? How is an inferior kind
 obtained? Describe the process of preparing
 it. For what purposes is glue used?

LESSON 145.

Indian Rubber. { *Hints.*—What is its nature? How is it
 procured? By what means is it hardened?
 For what purposes is it employed by the
 Indians? For what is it employed by our-
 selves? What effect has it upon cloth, and
 when applied to ship bottoms?

SECTION V.—ON THE QUALITIES, USES, AND GEOGRAPHICAL SITUATION OF THE METALS AND MINERALS.

In this Section, the Teacher must, as before, place the object before the Pupil, and require him, from examination,—1. to describe its *appearance*; 2. from experiments, to mention its *qualities* and *uses*; and 3. from conversation, to state in what countries such a metal or mineral may be found. Its history may properly be deferred to a more advanced stage.

MODEL.—GOLD.

1. *Its Appearance.*—In appearance, gold is yellow, opaque, and brilliant.

2. By *Experiment* I find that gold is malleable, that is, can be extended by beating; that it is ductile, tenacious, and heavy. When thrown into a fire it is fusible, that is, it will melt; but indestructible, that is, it cannot be consumed.

3. Gold is used for many purposes. When mixed with copper, it is used as coin and for ornamental purposes. For the latter it is well adapted both by its brilliancy and beauty, and from its not being liable to tarnish. Gold when beaten into thin leaves is employed for gilding.

4. *Geographical situation.*—Gold is principally found in hot climates; in Brazil, Peru, and Mexico. Part of the western coast of Africa is called the Gold Coast, from the quantity of gold dust which is brought down by the natives to trade with. Gold is also found among the sand of many African and American rivers. A small quantity of gold is also found in Hungary and Saltzburg.

LESSON 146.

From examination, experiments, and conversation with your Teacher, mention the *appearance, qualities, uses, and geographical position* of, — Silver.

LESSON 147.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } *Object.*
Quicksilver.

LESSON 148.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } Lead.

LESSON 149.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } Copper.

LESSON 150.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } Iron.

LESSON 151.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } Tin.

LESSON 152.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } Coal.

LESSON 153.

In the same manner, the *appearance, qualities, uses, and geographical position*, of } Salt.

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SECTION VI.—LESSONS ON FAMILIAR OBJECTS
IN NATURE.

In this Section, the Teacher is expected to converse with his Pupils on those objects and scenes of nature respecting which most children have formed some ideas. By answering pertinent questions on these subjects, the child may be gradually led to acquire a habit of thinking and observation. The following Lessons will contain the leading questions which may be proposed to the Pupil on these subjects. When these questions are thoroughly understood, the Pupil may write the information thus imparted in as connected a form as possible. The aim of the Teacher should be, to induce the Pupil to *extend* his researches, and introduce into his composition as much *original* matter as his observations may suggest.

THE SEA.

QUESTIONS.—1. What encompasses the land? 2. Of what utility is the sea to the earth? 3. Is the sea of an even depth? 4. What are often raised from the bottom of the sea, and for what purposes do these serve?

5. What effect is produced on the mind by the consideration of the extent and movements of the sea? 6. What is its appearance in the dark? 7. How does it appear at other times? 8. How is this appearance produced? 9. Describe the animals producing this? 10. What results from the saltiness of the sea-water? 11. Where does the sea freeze? 12. What are Icebergs?

From information thus obtained, the Pupil may be enabled to present his ideas in a connected form, similar, perhaps, to the following;—

MODEL.—THE SEA.

1. The water which encompasses the land, is called the Sea. 2. This purifies the earth from unwholesome vapours, by drawing them into itself. 3. The depth of the sea, though in general very great, is very unequal. 4. From the bottom of the sea are often raised wonderful masses of rock, called Coral Reefs, in which little animals make their habitation.

5. The boundless extent of the sea, and its majestic movements, fill the mind with delight and astonishment. 6. In the dark also, its luminous appearance is very splendid. 7. Very often the sea, as far as the eye can reach, seems to be on fire. 8. This wonderful appearance is produced by very small animals, 9. scarcely so large as a pin's head, with an extremely delicate, transparent, jelly-like body, mixed with others called Medusas and Sea-nettles, which emit light from their long feelers or horns, while their bodies remain quite dark.

10. The saltness of the sea-water renders it less liable to freeze than other water. 11. But the sea at both poles forms islands and mountains of solid ice, called Icebergs, which never melt, even in the midst of summer.

LESSON 154.—CLOUDS.

EXERCISE.—*Arrange the information suggested by the following Questions into two distinct paragraphs.*

QUESTIONS.—1. How are clouds formed? 2. What influences the height of the clouds? 3. Where is the atmosphere the heaviest? 4. Which clouds float near the surface of the earth? 5. Which soar above these? 6. Where may both kinds of clouds be frequently seen at the same time?

7. Where are clouds produced in the greatest abundance? 8. Which winds bring the most clouds to this country? 9. State the reasons of this. 10. What occasions the wonderful variety of colours displayed by the clouds? 11. To what height do some clouds rise? What is their general height?

LESSON 155.—AURORA BOREALIS.

EXERCISE.—*Arrange the information suggested by the following Questions into connected sentences.*

QUESTIONS.—1. When and in what quarter of the heavens is a bright light to be seen? 2. To what is this light similar? 3. What appearance do the heavens at length assume? 4. What is this appearance called? 5. What produces this light? 6. In what countries is this light very useful? 7. To what weather is the Aurora Borealis peculiar? 8. In what climates does it not occur? 9. What was the appearance of the Aurora in former times imagined to indicate?

LESSON 156.—VEGETABLES.

EXERCISE.—*Arrange the information suggested by the following Questions into connected sentences.*

QUESTIONS.—1. To what things is the term vegetable applied? 2. Of what utility are vegetables to the earth,—3. to man and the other animals? 4. In what respects does vegetable life differ from that of animal life? 5. Of what does the structure of vegetables consist? 6. What is meant by the *sap*? 7. Describe the nature and purpose of the outer bark of trees? 8. What kind of wood comes next to the bark, and what is this called? 9. Where is the solid wood and what purpose does it serve? 10. What exists in the centre of some species? 11. In what kind of tree may all these parts be seen?

LESSON 157.—LEAVES.

EXERCISE.—*Arrange the information suggested by the following Questions into connected sentences.*

QUESTIONS.—1. Of what use are leaves to plants? 2. How are leaves arranged upon the branches? 3. How are leaves arranged on the elm or the ash? 4. How are they placed on the weeping willow?—on the common willow? 5. Describe the structure of leaves. 6. When may this structure be clearly observed? 7. Show the purposes of leaves. 8. Under what circumstances does the plant die?

LESSON 158.—TREES.

EXERCISE.—*Arrange the information suggested by the following Questions into connected sentences.*

QUESTIONS.—1. What is meant by trees? 2. How do they

differ from shrubs? 3. Of what utility are trees? 4. Mention the kinds employed in ships and houses;—5. those employed by the cabinet-maker and the carpenter. 6. Of what trees was the fruit formerly used for food? 7. What trees grow to a great height, and for what purpose are these employed? 8. What useful articles also are procured from these trees? 9. Where are the largest trees found? 10. Mention a few kinds. 11. Describe the *Palma real* of Cuba.

LESSON 159.—BEES.

EXERCISE.—*Arrange the information suggested by the following Questions into connected sentences.*

QUESTIONS.—1. In what things are the working bees employed? 2. What plan do they adopt in constructing their houses? 3. Describe how the wax is made. 4. Of what shape are their cells? 5. What advantages arise from this shape? 6. For what purposes are these cells employed? 7. When does the queen bee begin to lay her eggs? 8. How are the working bees engaged at this time? 9. How many eggs will a queen bee produce in a summer.

LESSON 160.—THE CHANGES OF THE BUTTERFLY.

EXERCISE.—*Arrange the information suggested by the following Questions into connected sentences.*

QUESTIONS.—1. When you examine a cabbage leaf, you will frequently find parcels of eggs. What will spring from these? 2. How many legs, eyes, and jaws has this insect? 3. Describe its appearance while in this state. 4. What is the next stage which it undergoes? 5. How does it exist in this stage, and how long does it continue so? 6. Describe the shape, colour, and parts of the butterfly.

FIFTH HALF-YEAR.

COURSE III.—PART I.

CHAPTER VI.

FABLES, NARRATIVES, ETC.

SECTION I. — FABLES.

A Fable is a short narrative, which, under the form of an allegory, is intended to convey some moral or useful truth. The moral should be such as would receive the assent of every candid and ingenuous mind. The action throughout must be *natural*; that is, founded, if not on truth, at least on that relation and analogy which things bear to one another, when we have gratuitously endowed them with the human faculties of speech and reason.

RULE. In narrating the circumstances, particularly attend to the *order of time*. To render this intelligible to the Pupil, he is here presented with a Fable, first, in *detached sentences*, and then, in a *connected series*.

MODEL.—FABLE IN DETACHED SENTENCES.

THE ASS IN THE LION'S SKIN.

1. An ass found the skin of a lion and put it on.
2. He went into the woods and pastures and threw all the flocks and herds into consternation.
3. Then he met his owner, whom he would have frightened, had not the good man seen his long ears sticking out, and thus knew him.

4. The owner with a good cudgel made him sensible that, though he was dressed in a lion's skin, he was really no more than an ass.

THE SAME FABLE IN A CONNECTED SERIES.

An ass, finding the skin of a lion, put it on; and going into the woods and pastures, threw all the flocks and herds into a terrible consternation. At last, meeting his owner, he would have frightened him also; but the good man seeing his long ears sticking out, presently knew him, and with a good cudgel made him sensible, that, notwithstanding his being dressed in a lion's skin, he was really no more than an ass.

LESSON 161.

EXERCISE.—*From the following detached sentences, form one connected Fable.*

THE FOX AND THE RAVEN.

1. A fox observed a raven on the branch of a tree with a piece of cheese in her mouth.
2. The fox considered how he might possess himself of this.
3. I am glad, said he, to see you this morning, for your beautiful shape and shining feathers are the delight of my eyes.
4. The favour of a song from the raven would doubtless show that the voice was equal to her other accomplishments.
5. The raven was deceived with this speech, and opened her mouth to sing, and the cheese dropped.
6. The fox snatched up the cheese in triumph, and left the raven to lament her vanity.

LESSON 162.

EXERCISE.—*Give an Analysis of the following Fable in six detached sentences.*

THE DAW WITH BORROWED FEATHERS.

A conceited jackdaw was vain enough to imagine, that he wanted nothing but the coloured plumes, to render him as elegant a bird as the peacock. Puffed up with this wise conceit, he dressed himself with a sufficient quantity of their most beautiful feathers, and in this borrowed garb, forsaking

his old companions, endeavoured to pass for a peacock; but no sooner did he attempt to associate with these genteel creatures, than an affected strut betrayed the vain pretender. The offended peacocks, plucking from him their degraded feathers, soon stripped him of his finery, reduced him to a mere jackdaw, and drove him back to his brethren; by whom he was now equally despised, and justly punished with derision and contempt.

LESSON 163.

EXERCISE.—*From the following detached sentences, form one connected Fable.*

THE WOLF AND THE LAMB.

1. A wolf and a lamb were accidentally quenching their thirst at the same rivulet.
2. The wolf stood towards the head of the stream, and the lamb at some distance below.
3. The wolf was resolved to quarrel, and fiercely demanded why she durst disturb the water which he was drinking.
4. The lamb, trembling, replied that that could not be, for the water came from him to her.
5. The wolf was disconcerted by the force of this truth, and changed the accusation, and said, six months ago he had been slandered by the lamb.
6. The lamb replied that she was not then born.
7. The wolf said, then it must have been the lamb's father, or some other relation, and then seized it and tore it to pieces.

LESSON 164.

EXERCISE.—*From the following detached sentences, form one connected Fable.*

THE ASS AND THE LAP-DOG.

1. An ass lived in the same house with a favourite lap-dog, and saw that the dog enjoyed a greater share of affection than he.
2. The ass supposed that he should enjoy an equal share of the good graces of the family were he to imitate the lap-dog's playful caresses.

3. He then frisked about before his master, and kicked up his heels and brayed in an awkward affectation of pleasantry.

4. This behaviour raised much laughter, which the ass mistook for approbation.

5. He then leaped upon his master's breast, and began to lick his face.

6. At this, he was well cudgeled, and convinced that what is agreeable in one person may be considered as impertinent in another; and the surest way to secure esteem is for every one to act according to his own natural genius.

LESSON 165.

EXERCISE.— *Give an Analysis of the following Fable in six detached sentences.*

THE STAG DRINKING.

A stag quenching his thirst in a clear lake, was struck with the beauty of his horns, which he saw reflected in the water. At the same time, observing the extreme slenderness of his legs, What a pity it is, said he, that so fine a creature should be furnished with so despicable a pair of legs! what a truly noble animal I should be, were my legs in any *degree* answerable to my horns! In the midst of this soliloquy, he was alarmed by the cry of a pack of hounds. He immediately flew through the forest, and left his pursuers so far behind, that he might probably have escaped; but, taking into a thick wood, his horns were entangled in the branches, where he was held till the hounds came up, and tore him in pieces. In his last moments, he thus exclaimed,—“How ill do we judge of our true advantages! the legs which I despised would have borne me away in safety, had not my favourite antlers betrayed me to ruin.”

LESSON 166.

EXERCISE.— *From the following detached sentences, form one connected Fable.*

GENIUS, VIRTUE, AND REPUTATION.

1. Genius, Virtue, and Reputation were friends, and agreed to travel over Great Britain, to see what might be worthy of observation.

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2. They considered by what means they might find each other should they be separated.

3. Genius said, that, were she separated, she might be found kneeling before the tomb of Shakspeare, or in some grove where Milton talked with angels, or where Pope caught inspiration.

4. Virtue said, that her friends were not many. Should she lose her present companions, she might take sanctuary in the temples of religion, in the palaces of royalty, or, in the stately domes of ministers of state.

5. Should she not be admitted into these places, she would enquire for some cottage where contentment had a bower.

6. Reputation said, that the others might be recovered if they were missing, but she entreated them always to keep her in sight, for she could not be retrieved, if once lost.

LESSON 167.

EXERCISE.—*From the following detached sentences, form one connected Fable.*

THE SPIDER AND THE SILK-WORM.

1. A spider busily spread its web from one side of the room to the other.

2. An industrious silk-worm asked why he spent so much time in making so many lines and circles.

3. The spider was angry, and said, she must not be disturbed by so ignorant a thing; that she transmitted her ingenuity to posterity, and fame was her object.

4. Immediately a chamber-maid came into the room to feed her silk-worms, and saw the spider at work, and with one stroke of her broom swept him away, and destroyed his labours and his hopes of fame.

LESSON 168.

EXERCISE.—*Give an Analysis of the following Fable in six detached sentences.*

THE TWO DOGS.

A good natured spaniel overtook a surly mastiff, as he was travelling upon the high road. Tray, although an entire

stranger to Tiger, very civilly accosted him ; and if it would be no interruption, he said, he should be glad to bear him company on his way. Tiger, who happened not to be altogether in so growling a mood as usual, accepted the proposal ; and they very amicably pursued their journey together. In the midst of their conversation they arrived at the next village, where Tiger began to display his malignant disposition, by an unprovoked attack upon every dog he met. The villagers immediately sallied forth with great indignation to rescue their respective favourites ; and falling upon our two friends without distinction or mercy, poor Tray was most cruelly treated, for no reason but his having been found in bad company.

LESSON 169.

EXERCISE. — *From the following detached sentences, form one connected Fable.*

THE REDBREAST AND THE SPARROW.

1. A redbreast sang on a tree by the side of a rural cottage, and a sparrow perched upon the thatch, and took occasion thus to reprimand him.

2. Why did she, with her dull autumnal note, dare to emulate the birds of spring ?

3. The sparrow also said, Can thy weak warblings pretend to vie with the sprightly accents of the thrush and the black-bird, with the various melody of the lark or the nightingale ? Other birds, far thy superiors, have long been content to admire these in silence.

4. The robin begged the sparrow to judge with candour, and not to impute those efforts to ambition solely, which may sometimes flow from the love of the art.

5. The robin said that she revered, but by no means envied, the birds whose fame has stood the test of ages.

6. That though their songs have charmed both hill and dale, their season was then past, and their throats were silent.

7. That the robin did not feel the ambition to surpass or equal those birds ; that her efforts, she said, were of an humble

kind, and that she might surely hope for pardon when she endeavoured to cheer those forsaken valleys, by an attempt to imitate the strains she loved.

LESSON 170.

EXERCISE.—*From the following detached sentences, form one connected Fable.*

THE BOY AND THE BUTTERFLY.

1. A boy was smitten with the colours of a butterfly, and pursued it from flower to flower.

2. He first aimed to surprise it among the leaves of a rose; then to cover it with his hat as it fed on a daisy. Next he hoped to secure it as it rested on a sprig of myrtle; then he was sure of his prize when he perceived it loiter on a bed of violets.

3. The fickle fly continually changed one blossom for another and eluded his attempts.

4. At length, he observed it half buried in the cup of a tulip; he then rushed forward, and snatched it with violence, and crushed it to pieces.

5. The dying insect saw the poor boy somewhat chagrined, and then addressed him with the calmness of a stoic.

6. See the end of thy unprofitable solicitude, and learn, that thy future life may be benefited, that all pleasure is but a painted butterfly.

SECTION II. — ANECDOTES.

An Anecdote denotes a particular or detached incident or fact, of an interesting nature, occurring either to persons or animals.

RULE. In narrating the Anecdote, carefully attend to the *precise order* in which the circumstances transpired. Avoid unnecessary digressions, and every thing that is unimportant. Let the words be appropriate, and the sentences be compactly constructed.

LESSON 171.

EXERCISE.—*From the following detached sentences, form one connected Narrative.*

EPAMINONDAS.

1. Epaminondas was one of the greatest generals of Greece, and one of the best men of the Greeks.

2. Before him Thebes was not distinguished for any great action, nor afterwards was it famous for its virtues but its misfortunes.

3. Afterwards Thebes sunk into its original obscurity; its glory took its birth and expired with this great man.

4. He obtained a victory at Leuctra; this drew the eyes and admiration of all the neighbouring people upon Epaminondas; they looked upon him as the support of Thebes, the conqueror of Sparta, the deliverer of Greece. They also regarded him as the greatest man and the most excellent man of the world.

5. Whilst he was receiving this applause, which was capable of making the general of an army forget the man for the victor, Epaminondas was little sensible to so affecting and so deserved a glory, and said that his joy arose from the sense of the pleasure which the news of his victory would give his father and mother.

LESSON 172.

EXERCISE.—*From the following detached sentences, form one connected Narrative.*

AFOID FLATTERY.

1. Canute the Great, King of England, was once walking on the sea-shore at Southampton, and was accompanied by his courtiers.

2. These offered him the grossest flattery, compared him to the greatest heroes of antiquity, and asserted that his power was more than human.

3. He then ordered a chair to be placed on the beach while the tide was coming up, and sat down with a majestic air, and addressed himself to the sea.

4. "Thou sea, that art a part of my dominions, and the land whereon I sit, is mine : no one ever broke my commands with impunity. I, therefore, charge thee to come no farther upon my land, and not to presume to wet either my feet or my robe, who am thy sovereign."

5. But the sea rolled on as before, and without any respect, wet the skirts of his robe, and splashed his thighs.

6. Then he rose up suddenly, and addressed himself to his attendants, and upbraided them with their ridiculous flattery, and judiciously expatiated on the narrow and limited power of the greatest monarchs on earth.

LESSON 173.

EXERCISE.—*From the following detached sentences, form one connected Narrative.*

MR. SERGEANT GLANVILLE.

1. The father of that eminent lawyer, Mr. Sergeant Glanville, had a good estate ; this was intended to be settled on his eldest son, but he proved a vicious young man, and there were no hopes of his recovery, and it thus devolved upon the Sergeant, who was his second son,

2. Upon the father's death, the eldest found that what he had considered as the mere threatenings of an angry old man were now certain, and he thus became melancholy.

3. This wrought a great change in the eldest son, and effected what the father could not effect whilst he lived.

4. His brother observed this, and invited him with many of his friends to a feast ; where, after other dishes had been served up, he ordered one which was covered, to be set before his brother, and desired him to uncover it.

5. When the dish was uncovered, the company and the brother were surprised to find it full of writings.

6. They were still more surprised when the Sergeant told them, that he was now doing what he was sure his father would have done, had he lived to see the happy change which now they all saw in his brother ; and therefore he freely restored to him the whole estate.

LESSON 174

EXERCISE.—*From the following detached sentences, form one connected Narrative.*

THE POOR CURATE.

1. Some years ago, a poor but worthy clergyman resided in a small village; his stipend of £40 per annum supported himself, a wife, and seven children.

2. Once he walked and meditated in the fields, in much distress, on the narrowness of his circumstances, and stumbled on a purse of gold.

3. He looked round in vain to find its owner; he carried it home to his wife, who advised him to employ at least a part of it to extricate them from their present difficulties.

4. But he conscientiously refused. He used his utmost endeavours to find its former proprietor, and assured his wife, that "honesty is always the best policy."

5. Some time after, a neighbouring gentleman owned it, to whom the clergyman returned it, and had no reward but thanks.

6. On the good man's return, the wife reproached the gentleman with ingratitude, and censured the over-scrupulous honesty of her husband; but he only replied, "honesty is the best policy."

7. A few months after this the gentleman invited the curate to dine with him, entertained him hospitably, and presented him to a living of £300 per annum, to which he added £50 for his present necessities.

8. The curate made suitable acknowledgments, returned with joy to his wife and family, acquainted them with the happy change in his circumstances; and added, that he hoped she would now be convinced that "honesty is the best policy;" to which she readily assented.

LESSON 175.

EXERCISE.—*From the following detached sentences, form one connected Narrative.*

THE MISSIONARY MONEY-BOX.

1. Some years ago a trading vessel was laden with corn from Cardigan in Wales, and was taken in the Channel by an American Privateer.

2. The captain went into the cabin to survey his prize; he espied a little box with a hole in the top; this was similar to that which tradesmen have in their counters, through which they drop their money.

3. At the sight of this the captain was a little surprised, and said to the Welshman, What is this? pointing to the box with his stick.

4. The honest Cambrian replied, "that he and his poor fellows had been accustomed every Monday to drop a penny each into that box, that missionaries might be sent to preach the Gospel to the heathen, but it is all over now."

5. The American said, that is very good; he paused a few minutes, and then said, "Captain, I'll not hurt a hair of your head nor touch your vessel."

6. The pious Welshman was then allowed to pursue his voyage unmolested.

LESSON 176.

EXERCISE.—*From the following detached sentences, form one connected Narrative.*

ALCIBIADES.

1. Alcibiades one day boasted of his wealth, and the great estates in his possession.

2. Socrates carried him to a geographical map, and asked him to find Attica.

3. It was small and could scarcely be discerned on the map.

5. He found it with some difficulty; he was desirous to point out his own estate there; It is too small, says he, to be distinguished in so little a space.

5. Socrates cautioned him not to be so affected about an imperceptible point of land.

6. This reasoning might have been urged farther, when Attica might have been compared with all Greece; Greece with Europe; and Europe with the whole world.

SECTION III.—NARRATIVES.

RULE 1. Relate the circumstances or events in the precise order in which they occurred; but avoid mentioning those that are unimportant.

2. Let the words employed be appropriate, and the sentences well constructed.

3. Avoid all figurative expressions, till you have obtained a better acquaintance with the language.

MODEL.—EXAMPLE OF A STORY IN DETACHED SENTENCES.

1. Plancus was proscribed by the Triumvirs, and forced to abscond.

2. His slaves were put to the torture, but refused to discover him.

3. New torments were prepared, to force them to discover him.

4. Plancus made his appearance, and offered himself to death.

5. This generosity of Plancus made the Triumvirs pardon him.

6. They said Plancus only was worthy of such good servants; and the servants only were worthy of so good a master.

THE SAME IN A CONNECTED NARRATIVE.

Plancus, a Roman citizen, being proscribed by the Triumvirs, Anthony, Lepidus, and Octavius, was forced to abscond. His slaves, though put to the torture, refused to discover him. New torments being prepared—to prevent further distress to servants that were so faithful to him, Plancus appeared, and offered his throat to the swords of the executioners. So noble an example of mutual affection between a master and his slaves, procured a pardon to Plancus; and Rome declared, that Plancus only was worthy of such good servants, and they only were worthy of so good a master.

LESSON 177.

EXERCISE.—*Combine the following detached sentences into one connected Fable.*

GENEROSITY TO AN ENEMY UNIVERSALLY ADMIRER.

1. Cneius Domitius, tribune of the Roman people, had a great enmity against Marcus Scaurus, chief of the senate.
2. He accused him publicly of several high crimes and misdemeanors.
3. A slave of Scaurus, through hope of a reward, offered himself as a witness against his master.
4. Domitius ordered him to be bound, and sent to his master.
5. This generous action of Domitius was much admired by the people.
6. Honours were heaped upon him without end.
7. He was successively elected consul, censor, and chief priest.

LESSON 178.

EXERCISE.—*Combine the following detached sentences into one connected Narrative.*

HEROIC GENEROSITY SELDOM UNREWARDED.

1. Calais revolted from the English, and was retaken by Edward III.
2. In revenge for their treachery, he ordered them to choose six citizens to be put to death.
3. While all were struck with horror at this sentence, Eustace de St. Pierre offered himself for one.
4. Five more soon joined him; and they came with halberts about their necks to Edward.
5. He ordered them to be executed; but his queen pleaded so powerfully for them, that he pardoned them.
6. The queen not only entertained them sumptuously in her own tent, but sent them back loaded with presents.

LESSON 179.

EXERCISE.—*Analyse the following connected Narrative into eight distinct sentences.*

FIDELITY RESPECTED BY ENEMIES.

At the battle of Philippi, when Brutus, after the rout of his army, was in danger of falling into the hands of his enemies, his bosom friend, Lucilius, gave him an opportunity to escape, calling out, "I am Brutus, lead me to Antony." Being conducted to Antony, he spoke with great resolution; "I have employed this artifice," said he, "that Brutus might not fall alive into the hands of his enemies. The gods never will permit that fortune shall triumph so far over virtue. In spite of fortune, Brutus will always be found, dead or alive, in a situation worthy of his courage." Antony, admiring the firmness of Lucilius, said to him, "You merit a greater recompense than it is in my power to bestow. I have been just now informed of the death of Brutus; and as your fidelity to him is now at an end, I beg earnestly to be received in his place: Love me as you did him, I wish no more." Lucilius embraced the offer, engaged himself to Antony, and maintaining the same fidelity to him as he had done to Brutus, adhered to him when he was abandoned by all the world.

LESSON 180.

EXERCISE.—*Combine the following detached sentences into one connected Narrative.*

FIDELITY IN FRIENDSHIP REWARDED.

1. Damon and Pythias were intimate friends.
2. Damon was condemned to death by Dionysius; he demanded to go home to set his affairs in order; his friend offered to be his surety and to submit to death if Damon should not return.
3. Every one expected what would be the event, and began to condemn Pythias for so rash an action.
4. Pythias was confident in the integrity of his friend, and waited the appointed time with alacrity.

5. Damon returned at the appointed time.

6. Dionysius admired their mutual fidelity, pardoned Damon, and prayed to have the friendship of two such worthy men.

LESSON 181.

EXERCISE.—*Analyse the following connected Narrative by separating it into seven distinct sentences.*

FILIAL PIETY REWARDED.

In civil wars, as it often falls out that fathers and sons, and brothers and brothers, take contrary parts; so, in the last battle of Actium, between Augustus and Marc Antony, where Augustus was conqueror, when the prisoners, as the custom is, were counted up, Metellus was brought to Augustus, whose face, though much changed by anxiety and imprisonment, was known by Metellus his son, who had been on the contrary part; with tears he ran into the embraces of his father, and turning to Augustus: "This, thy enemy," said he, "has deserved death, but I am worthy of some reward for the service I have done thee; I therefore beseech thee, that, instead of what is owing to me, thou wouldst preserve this man, and cause me to suffer death in his stead." Augustus, moved with the piety of the son, though the father had been his mortal enemy, gave him his life.

LESSON 182.

EXERCISE.—*Combine the following detached sentences into one connected Narrative.*

THE FAITHFUL SERVANT.

1. Robert Lawless died in 1806, and was for more than half a century one of the principal assistants of Mr. Miller, formerly bookseller in the Strand; afterwards to his successor, the late Mr. Alderman Cadell; and then, till within a short time of his death, to Messrs. Cadell and Davies.

2. His character exhibited the soundest integrity of mind, and simplicity of manners rarely equalled.

3. This is an instance of his singleness of heart.

4. Not long before Mr. Cadell obtained the scarlet gown, honest Robin took stock at the end of the year, and then seriously applied to his master to ask a favour of him.

5. Mr. Cadell was surprised to find that the request was, that his annual salary might be *lowered*; because the year's account was not so good as the preceding one; Lawless really feared that his master could not afford to pay him such very high wages.

6. This request was not granted, of course.

7. When the benevolent master retired from business, he had a picture of the faithful servant painted by Sir William Beechey; this picture Mr. Cadell always showed to his friends, as one of the principal ornaments of his drawing-room.

LESSON 183.

EXERCISE.—*Combine the following detached sentences into one connected Narrative.*

1. A schoolmaster walked upon the banks of a river, not far from his school; he heard a cry as of one in distress; he advanced a few paces farther, and saw one of his scholars in the water, hanging by the bough of a willow.

2. The boy had been learning to swim with corks; and now he thought himself sufficiently experienced, and had thrown those implements aside, and ventured into the water without them.

3. The force of the stream had hurried him out of his depth, and he would certainly have been drowned, had not the branch of a willow, which grew on the bank, providentially hung in his way.

4. The master took up the corks, which lay upon the ground, and threw them to his scholar, and made use of this opportunity to read a lecture to him upon the inconsiderate rashness of youth.

5. He said, "Let this be an example to you in the conduct of your future life, and you should never throw away your corks till time has given you strength and experience enough to swim without them."

SECTION IV.—SCRIPTURE BIOGRAPHY.

Biography is a successive account of the events which have affected or distinguished particular individuals. The business of the student of Biography should be, to notice those incidents or circumstances which mainly contributed to form the person's character or to render his life remarkable.

From the references to the Scriptures here given, the Pupil must form one connected Narrative. A prominent position must be given to those traits of the individual's character which are deemed the most essential.

The subject will sometimes require to be divided into distinct paragraphs. The sentences must be clearly and compactly expressed. The references corresponding to each sentence must be placed in the margin of each page.

LESSON 184.

CHARACTER OF JOSEPH AS A BROTHER.

EXERCISE.—*From the following references form one connected Narrative respecting Joseph's character as a brother.*

Gen. xlii. 6, 7, to ver. 28.	Gen. xlv. 1, to ver. 34.
Gen. xliii. 15, to ver. 34.	Gen. xlv. 1, to ver. 24.

From the preceding verses, the principal traits in Joseph's character must be established, and the references given in the margin.

LESSON 185.

THE HISTORY OF JOSHUA.

EXERCISE.—*From the following references detail the leading events in the life of Joshua.*

Exod. xvii. 9.

Numb. xiii. 16.

Deut. i. 38.

Josh. i. 3, 6, 9, 14.

Josh. vi. 26.

Josh. vii. 6, 7, 9, 25.

Josh. viii. 13, 18, 30, 32.

Josh. x. 12, 21, 24, 43.

LESSON 186.

THE LIFE OF SAMUEL.

EXERCISE.—*From the following references detail the leading traits in the character of Samuel.*

1 Sam. i. 1.

1 Sam. ii. 21.

1 Sam. iii. 18.

1 Sam. vii. 9, 15.

1 Sam. xii. 1, 3, 17, 18, 23.

1 Sam. xxv. 1.

LESSON 187.

THE CHARACTER OF DANIEL.

EXERCISE.—*From the following references detail the leading traits in the character of Daniel.*

Dan. i, ii, iii, iv, v, vi; Ezra, viii. 2; Nehem. x. 6.

LESSON 188.

THE CHARACTER OF PAUL.

EXERCISE.—*From the following references detail the leading traits in the character of St. Paul.*

Acts, ix. 1. to ver. 35.; Acts, xiii. 2. to ver. 16.

LESSON 189.

THE CHARACTER OF PAUL CONCLUDED.

Acts, xiv., xvi., xviii.

LESSON 190.

THE CHARACTER OF PETER.

EXERCISE.—*From the following references detail the leading traits in the character of St. Peter.*

Matt. iv. 18, 19.

Matt. xiv. 23. to ver. 33.

Matt. xvi. 16. to ver. 23.

Matt. xxvi. 31. to ver. 40;

ver. 58; ver. 69. to ver.

75.

Acts, i. 15, 16.

Acts, ii. 14, 15.

SECTION V.—JOURNAL OF OCCURRENCES.

In this Section, the pupil should be encouraged to make a Journal of the occurrences of a certain day, recording the events in the exact order in which they took place. Particular attention should be paid to insert whatever has struck him as remarkable or new, in the course of his studies. The whole should form a faithful register of actual transactions, written in simple and unadorned language.

MODEL.

In saying my lesson this morning the master took occasion to remark, that *Pyramus* came from a Greek word signifying *fire*, because he was inflamed with the love of *Thisbe*; and that the word *pyramid* came from the same source, because the summits of pyramids rise like flames, probably on the funeral pile. For, I believe, those immense structures in Egypt are allowed to be monuments of the dead. I could not help remarking, too, in my lesson, the extent of the wall which *Semiramis* built round *Babylon*, namely, sixty miles; and the fulfilment of the prophecy, that this wonderful city should now be inhabited only by wild birds and beasts.

After breakfast I visited my garden, and found a low creeping plant in bloom under the hedge, which I examined with the *Flora*, and found it to be *Glechoma hederacea*, or ground ivy. I learned to calculate interest of money, and I read a considerable part of *Goldsmith's England*, where he describes the savage habits of the ancient Britons.

In the afternoon, we had a holiday, and played at cricket for three hours together. Whilst waiting my turn, I remarked the lark in a neighbouring field, and my teacher explained to me the method of its mounting so high, by means of the re-action of the air.

In the evening, I prepared my lessons for the next morning.

LESSON 191.—A TRIP ON THE RAILWAY.

EXERCISE.—*Carefully write down the following in the order of their occurrence.*

1. State the place of your destination ; 2. in what class you travelled ; 3. the fare ; 4. the time of setting off.

5. What did you notice in the Station from which you started ? 6. Describe your fellow passengers. 7. Detail any conversation which you may have had with any of them. 8. Your remarks on this. 9. What striking objects did you notice on the way ? 10. Detail any incident that may have occurred. 11. Your arrival.

LESSON 192.—THE HISTORY OF RAILWAYS.

EXERCISE.—*Carefully detail the history of Railways.*

1. Where had Railways been long used ? 2. What was the mode of travelling prior to the introduction of Railways ? 3. Which was the first great public Railway ? 4. State if you can the cost and traffic of this line. 5. State the mode of proceeding in laying down a Railway.

LESSON 193.—VISIT TO A MUSEUM.

1. Describe the objects which first struck your attention. 2. In the gallery of Paintings, mention which most attracted your attention. 3. What were the subjects of the paintings that you admired ? 4. Particularly describe the design, colouring, and general effect of the best pictures.

LESSON 194.—VISIT TO A MUSEUM.

1. Describe the general appearance of the gallery of Antiquities.

2. Describe those monuments of antiquity with which you were the most interested. 3. Compare them with what you may know of similar modern ones.

LESSON 195.—VISIT TO A MUSEUM.

Gallery of Foreign Productions.—1. State what foreign productions particularly attracted your notice. 2. Make a com-

parison between these and others of our own growth or manufacture. 3. If of foreign growth, state its uses; if of foreign manufacture, state the process of manufacture.

LESSON 196.

EXERCISE.—*Carefully detail the principal occurrences of your last Sunday.*

1. Your time of rising.
2. The principal heads of the sermon which you heard.
3. The ordinances which you attended throughout the day.
4. The portions of Scripture which you read and the comments which were made on them.
5. What good did you impart to others, or what good did you receive yourself?

LESSON 197.

EXERCISE.—*Carefully detail the principal occurrences of last Monday.*

1. Your employment before breakfast.
2. An account of the lessons which you said after breakfast; and what portions of these lessons you particularly admired.
3. The nature of your employment in the afternoon.
4. The nature of your employment in the evening.
5. State in what things you have failed in your duty; and in what you feel satisfied with yourself.

LESSON 198.

EXERCISE.—*Write a connected account on the following particulars.*

1. An enumeration of the studies which you have been pursuing for the last month.
2. Which of your studies you prefer to others, and state the grounds of your preference.
3. State in which you have made a decided improvement.

LESSON 199.

EXERCISE.—*Carefully relate the particulars of some visit which you may have paid to some friends.*

1. The incidents which may have occurred on the road.

2. The conversations which you may have held, and what was advanced on both sides.
3. The pleasing traits which you may have noticed in your friend's character.

LESSON 200.—A.

EXERCISE.—*Give a humorous account of the Festivities of Christmas.*

1. The Yule Clog, and its origin.
2. Christmas Eve, and its party.
3. Christmas Day Dinner.
4. Visiting and Relieving the Poor.

B.

EXERCISE.—*Give a humorous account of some Birth-day.*

1. The Meeting. 2. The Dinner. 3. The Conversation.
4. The Parting.

C.

EXERCISE.—*Detail the result of your visit to some Agricultural Show.*

1. The kind of Cattle exhibited.
2. What improvement has taken place.
3. The improvement which has taken place in the implements of Husbandry.

D.

EXERCISE.—*Detail the result of your visit to some Farm.*

1. The extent and rental of the Farm.
2. The amount of acres which are *arable*—*pasture*.
3. The improvements which may have taken place in the management and economy of the Farm.

E.

EXERCISE.—*Detail some visit to the Sea-Side.*

1. Your impressions on observing the sea—and the tides.
2. The sea shore—the shells.
3. The fishermen—their employments—their habitations.

SIXTH HALF-YEAR.

COURSE III.—PART II.

CHAPTER VII.

DESCRIPTIONS.

A Description is a detail of the particular circumstances by which persons, places, and objects, are distinguished from the rest of the species.

GENERAL RULE. In describing any thing, we must observe the *natural order* of ideas which occurs to us when thinking of the subject, so that one idea may suggest another, and an easy transition from object to object, or from sentiment to sentiment, may be preserved, till the whole description is completed.

Note.—No book must, on any account, be consulted by the Pupil. He must depend on his own resources.

SECTION I.—FOR ARTIFICIAL OBJECTS OF TRADE, INVENTION, ETC.

RULE 1. State the *purpose* for which the object is designed, its name, uses, and conveniences.

2. A brief *history* of its progress, with the name of its inventor, discoverer, or improver.

3. Its *figure*, form, size, together with an *analysis* of its parts.

4. The *persons* or *artists* by whom it is made.

5. The *materials* of which it is made, and the *manner* in which it is constructed.

6. Its *effects*; that is, its advantages or disadvantages to mankind, by increasing or abridging their comfort, &c.

Sometimes only a few of these heads are required. They may also be transposed to suit the purpose of the writer, as in the following

MODEL.—THE LIFE-BOAT.

2. Mariners are indebted for this admirable invention to Mr. Greathead, a boat-builder, of South Shields.

3. The boat resembles in form a Greenland boat, but is more flat in the bottom.

5. It is lined on the inside and outside of the gunwales (edges), two feet broad with cork, and the seats also are filled with cork. It is rowed by ten men, and steered at each end by an oar, for its form is alike at both ends. It draws very little water, and will carry twenty persons, even when full of water. The cork makes it buoyant, and being used only in the upper portion of it, preserves it from all danger of over-setting.

1. It is able to contend against a most tremendous sea, and in saving the lives of the crews of wrecked ships has exceeded all expectation. It costs only £150.

6. During eighteen years, not fewer than between two hundred and three hundred lives have been saved, at the entrance of the Tyne alone; and in no instance has it failed.

2. The first trial of this boat was made in 1790; and in 1802, the Society of Arts rewarded the inventor with their gold medal, and fifty guineas, for the invention.

LESSON 201.

Write according to Nos. 1, 2, 3, 4, 5, and 6, a description of A Ship.

LESSON 202.

Write according to Nos. 1, 2, 3, 4, 5, and 6, a description of A Plough.

LESSON 203.

Write according to Nos. 1, 2, 3, 4, 5, and 6, a description of A Telescope.

A5

LESSON 204.

Write according to Nos. 1, 2, 3, and 6, a description of A Paper Mill.

LESSON 205.

Write according to Nos. 1, 2, 3, and 6, a description of A Railroad.

LESSON 206.

Write according to Nos. 1, 2, 3, and 5, a description of A Watch.

LESSON 207.

Write according to Nos. 1 and 3, a description of A Wind-mill.

LESSON 208.

Write according to Nos. 1, 2, 3, and 6, a description of A Steam Boat.

SECTION II.—NATURAL SCENERY.

RULE 1. Detail the *general appearance* of the scene in the order in which the objects present themselves.

2. Detail, if necessary, the *state of cultivation* of the locality.

3. Detail the *prospects* around the scene, hill or valley, wood or water, &c.

4. The sounds produced by *natural* objects ; such as a waterfall, a brook, the wind passing through the trees :—or, by *animated* nature, such as the bleating of sheep, the lowing of cattle, the singing of birds, or the noise proceeding from workmen and their machinery.

MODEL.—THE NORTH CAPE.

1. The North Cape is an enormous rock, which, projecting far into the ocean, and being exposed to all the fury of the

waves and the outrage of tempests, crumbles every year more and more into ruins.

2. Here every thing is solitary, every thing is sterile, every thing sad and despondent. The shadowy forest no longer adorns the brow of the mountain ;—

4. the singing of the birds, which enlivens even the woods of Lapland, is no longer heard in this scene of desolation ; the ruggedness of the dark grey rock is not covered by a single shrub : the only music is the hoarse murmuring of the waves, ever and anon renewing their assaults on the huge masses that oppose them.

3. The northern sun, creeping at midnight at the distance of five diameters along the horizon, and the immeasurable ocean, in apparent contact with the skies, form the grand outlines in the sublime picture presented to the astonished spectator. The incessant cares and pursuits of anxious mortals are recollected as a dream ; the various forms and energies of animated nature are forgotten ; the Earth is contemplated only in its elements, and as constituting a part of the solar system.

LESSON 209.

Describe according to Nos. 1, 2, 3, 4, A village and its locality.

LESSON 210.

Describe according to Nos. 1, 2, 3, and 4, An Abbey and its locality.

LESSON 211.

Describe according to Nos. 1, 2, 3, and 4, A Trip down or up the Thames, &c.

LESSON 212.

Describe according to Nos. 1, 3, and 4, The Sun-Rise, or Sun-Set.

LESSON 213.

Describe according to Nos. 1, 3, and 4, The Sea, or A Mountain.

LESSON 214.

Describe according to Nos. 1, 3, and 4, The Starry Heavens.

SECTION III.—THE OPERATIONS OR PHENOMENA
OF NATURE.

RULE 1. Select those operations or phenomena which are the most important.

2. Detail these in the order in which they occurred to your observation ; or, according to their *nature*, *progress*, and *effects*.

3. Append or intersperse, as you may think proper, whatever reflections the consideration of these circumstances may suggest.

MODEL.—NATURAL DISTRIBUTION OF SEEDS.

One of the most curious operations connected with the vegetable kingdom, is actively going forward at the end of September, and more especially in the beginning of October. This is the shedding and scattering abroad of the seeds of plants. The care of the Almighty is most strikingly apparent, in the multitude of wonderful and effective contrivances which insure the due spreading of seeds.

It is both curious and instructive to observe what takes place in the middle of a pasture or stubble field on a fine breezy October day. At one minute, a cloud of plumed seeds of the dandelion, groundsel, ragwort, and thistle, will sweep by, to be left, by the first lull in the wind, on some fitting place for their future growth. Then the winged seeds of the ash or sycamore come whirling past, to be caught by the next hedge or thicket, and many others are flying about, some of them, as the seeds of the different kinds of mosses, so small, that they are invisible to us.

Nor are even these the most surprising ways which Nature takes in sowing seeds. In walking along a sheltered ditch-bank during October, we may hear frequent little cracklings or reports. They are produced by the discharge of numberless little vegetable cannons, if we may so term them, which are shooting

seeds in all directions. These are the receptacles or seed vessels of the touch-me-not, and of the various species of cardamine or cuckoo flowers,—all of which are furnished with strong springs. As soon as the seeds are perfectly ripe, these springs act suddenly, burst open the receptacles, and throw the seeds to considerable distances. How curious this is, and how well worthy our most careful attention!

LESSON 215.

Winter.—Detail 1. The *Appearance* of Nature in Winter—also the days and nights. 2. The *effects* of Winter on trees—on animals—and on the land. 3. The *advantages* of Winter both to the land, and to man himself.

LESSON 216.

January.—Detail 1. The *state* of the weather in January. 2. The *Effects* which severe weather has upon such animals as foxes, hares, rabbits;—and also upon birds. 3. Mention some anecdotes.

LESSON 217.

February.—1. Detail the appearance of Nature in this month. 2. Mention some signs of approaching Spring as to weather;—3. the birds;—4. and the trees.

LESSON 218.

Spring.—1. Describe the change from Winter to Spring. 2. Show the advantages of a *gradual* Spring like ours;—also, 3. the advantages of variability of weather.

LESSON 219

March.—1. Describe the habits of *Rooks* in March. 2. Mention some anecdotes. 3. Mention what birds migrate in this month; 4. and to what country.

LESSON 220.

April.—1. Describe the weather in this month. 2. Mention what birds begin now to appear. 3. Describe their mode of constructing their nests.

LESSON 221.

- May.*—1. Detail the *appearance* of the month of May;—
 2. the agricultural employments and holidays of this month.
 3. Detail the effects of blights.

LESSON 222.

- A Thunder-Storm.*—1. Describe a Thunder Storm. 2. Mention the utility of these storms. 3. Mention what precautions should be adopted in a thunder storm.

LESSON 223.

- A Hurricane.*—1. Detail the appearance of the atmosphere preceding a hurricane. 2. Mention the effects of a hurricane on birds;—3. on animals;—4. on the produce of the land. 5. Mention one or two hurricanes.

LESSON 224.

- Volcanoes.*—1. Describe the nature of Volcanoes;—2. The origin of the name.—3. Describe some eruption.

LESSON 225.

- Light.*—1. Mention in what manner light is emitted from the sun. 2. Explain the meaning of the term, *Reflection* of light. 3. Illustrate this by some easy experiments.

SECTION IV.—FAMILIAR DESCRIPTION OF CHARACTER.

RULE. In this Section, the Pupil may be left very much to his own discretion. He ought, however, to reserve his most striking points till the last, that he may rise, as it were, step by step to higher ground, till, at the conclusion, he arrive at the summit, whence may be seen a distinct view of the whole. The proper subjects for this class are satire or commendation.

MODEL.—THE IDLER.

This young gentleman appears to be of a very restless disposition. It is impossible to fix him to any one pursuit for

five minutes together. He takes no delight in books. His chief enjoyment appears to be in satisfying his appetite. On this, indeed, he can bestow his attention for any length of time. While his schoolfellows are engaged in their studies in school, he, though seated beside them, has his eye fixed in vacant space, and his heart on a sugar plum. His box is filled with baubles and eatables, and his books are employed as divisions between them, rather than as an occupation for his mind. He is either a sloven or a fop. He is always unhappy and always discontented; but the worst of this character is, that it is infectious: a noxious vapour surrounds it, which taints and annoys everything within its reach. Avoid it; you will know it by its vacant, restless, unhappy look. Shun it as you would a basilisk, or the deadly fascination of the rattle-snake.

LESSON 226.

Describe the character and habits of The Diligent Boy.

LESSON 227.

Give an amusing description of the ridiculous character of The Fop.

LESSON 228.

Depict the noble qualities of The Philanthropist.

LESSON 229.

Point out the qualities and attainments necessary for The Merchant.

LESSON 230.

Depict the contemptible character and miserable condition of The Miser.

LESSON 231.

Give an amusing description of the vexations to be endured by The Vain Man.

LESSON 232.

Describe The Good Citizen.

LESSON 233.

Depict the folly, wickedness, and misery of The Drunkard.

LESSON 234.

Describe the character and attainments of The Philosopher.

LESSON 235.

Describe The Good Farmer.

LESSON 236.

Describe The Contented Peasant.

SECTION V.—DESCRIPTION FROM RECOLLECTION.

To alternate with Sections 3rd and 4th the Teacher may read to his Pupils a suitable descriptive piece, and require them to produce from memory what has been read. Afterwards, a comparison can be instituted between the two, and notice taken of every deviation. By this means, the Pupil will be led to attend more closely to the full import of each word, to acquire a superior method in the division of the subject, and gradually prepared to clothe his own ideas in just and elegant language.

For obvious reasons, the Exercises in this Section must be selected by the Teacher.

SECTION VI.—POETRY.

The Pupil may next attempt the composition of a few pieces in Poetry, not, certainly with a view of becoming a poet, but in order to imbibe a taste for Poetry, and be enabled to appreciate its merits. This kind of composition, also, will contribute much to refine his language.

LESSON 237.

Describe in Heroic measure, that is, in feet consisting of five Iambuses, the following.

The Power of God ;—or, The Day of Judgment ;—or, The Sabbath Morning.

LESSON 238.

Describe in Heroic measure, the following.

England,—or, Jerusalem ;—or, Greece.

LESSON 239.

Describe in Anapestic Verse, the following.

The Sound of the Sea ;—A Shipwreck ;—or, Sailors' Tales.

LESSON 240.

Describe in lines consisting of four Iambuses, the following.

Human Life ;—Aspirations of Youth ;—or, Filial Affection.

SEVENTH HALF-YEAR.

COURSE IV.—PART I.

CHAPTER VIII.

EPISTOLARY CORRESPONDENCE.

SECTION I.—CARDS OF COMPLIMENTS OR BILLETS.

RULE. Cards or Billets should be accommodated to the causes for which they are written, and the character of the person to whom they are addressed. Conciseness and simplicity should predominate in their composition. Homely and incorrect expressions should be avoided, as they produce only a low opinion of the writer. At the same time, highly complimentary expressions betray a disposition to flatter. *Answers* to cards will be uniformly suggested by the requests or information received.

Every note must be properly dated, folded, addressed, and sealed. If a wafer is used in sealing, care must be taken to apply it with neatness and security. If it is applied in too moist a state, it will soil the paper; if not sufficiently wet, it will not secure the Letter.

MODELS.—AN INVITATION.

London, July 1st, 1848.

Miss Thompson presents her compliments to Miss Wilson, and requests the favour of her company on Wednesday next, at Six o'Clock, to take tea and spend the evening.

THE ANSWER.

Cavendish Square.

Miss Wilson returns kind compliments to Miss Thompson, and sincerely regrets, that a previous engagement prevents her

from accepting Miss T.'s kind invitation, but shall be happy to do so on some other day.

Tuesday Afternoon, July 1st, 1848.

LESSON 241.

EXERCISE.—A Card inviting to dinner or tea and spend the evening, mentioning the time and place.—*An Answer.*

A Card inviting a party of friends to hear a lecture on Chemistry, mentioning the time and place.—*An Answer.*

LESSON 242.

EXERCISE.—A Card requesting the loan of some Volume.—*An Answer.*

A Card inquiring after the health of some family.—*An Answer.*

LESSON 243.

EXERCISE.—A Card requesting a private interview on some important business.—*An Answer.*

A Card requesting some information on some subject.—*An Answer.*

SECTION II.—SHORT FAMILIAR LETTERS.

RULE 1. First, form a clear conception in your mind of the nature and purport of your Letter, what incidents you intend to describe, what reflections to make, and what point to aim at.

2. Endeavour to communicate your ideas in the same free and unencumbered manner as you would, if conversing with the person to whom you are writing. A stiff and elaborate style is as disagreeable in familiar letters as in friendly conversation.

3. Begin the Letter, by writing at the right hand of the top of the letter the name of the place in which you live, the day of the month, and also, the year.

4. Then, about one or two inches from the top of the paper, write the name of the person whom you are addressing, with *Sir*, or *Madam*, if a stranger ; but *Dear Sir*, or *Dear Madam*, or some other address suited to the person, if you are on familiar terms with the party. Persons of rank are addressed according to their titles.

5. Let your *spelling* be correct ; your sentences clearly and grammatically constructed ; and properly *pointed*. Arrange the different subjects into distinct paragraphs.

6. Let your *penmanship* be such as can be easily read. Avoid as much as possible all *dashes* and *interlineations*. Make no *abbreviations* in orthography, except such as are warranted by the practice of correct writers. Reserve a vacancy for the seal or wafer, that no part of the writing may be torn when your letter is opened. Let your *name* be written at full length in a clear and distinct hand. Avoid *postscripts*, except when some circumstance necessary to be mentioned has occurred after your letter has been written. Fold, direct, and seal your letter neatly and properly.

MODEL.

London, Feb. 1. 1848.

My Dear James,

Being now removed to a great distance from you, and deprived of those playful interviews which were wont to make both of us so happy, the best way that I can think of for keeping alive our intimacy and promoting our happiness, is to maintain a regular correspondence with each other, by communicating, in a free and friendly manner, whatever occurs to either of us, when it appears of sufficient im-

portance to be written. I am sure we should derive much advantage from such a practice. It would tend to improve our style of writing as well as our knowledge of grammar; to ripen our youthful intimacy into a firm and lasting friendship; to occupy some of our leisure hours very usefully; and to express our thoughts on any subject in a natural and correct manner. If you approve of this proposal, I hope you will speedily comply with it, and favour me with an immediate answer. I know you will be happy to learn that I am well, and like my situation. Give my kind compliments to all friends, and believe me to be,

My Dear James,

Your affectionate Friend,

H. M.——

LESSON 244.

EXERCISE.—*Write to your Father*;—1. Inform him of your safe arrival at school; 2. detail what occurred on your journey; 3. the state of the weather; 4. the appearance of the country; 5. what alterations may have taken place in the school or play-ground, or the adjoining premises, during the vacation; 6. mention in what studies you are engaged, your desire to excel; 7. conclude your letter by your dutiful affection to your father.

LESSON 245.

EXERCISE.—*Write to your Brothers or Sisters*;—1. Express your pleasure in writing to them, and your wish that they are well; 2. mention some request you have to make of them; 3. state some anecdote that has particularly struck your attention in some of your lessons; 4. mention any thing that may have occurred to yourself or schoolfellows; 5. describe the progress which you have made in your studies.

LESSON 246.

EXERCISE.—*Write to your Father on Education*;—1. Express your gratitude to him for his past care; 2. show him the importance of your present studies; 3. the advantages of education to all; 4. notice the punishment of the idle, the rewards of the diligent; 5. your determination to be industrious.

LESSON 247.

EXERCISE.—*Write to an elder Brother or Friend on Company*;—1. State your observations on some company you lately frequented; 2. notice the variety of talent there displayed; 3. describe the different characters, the sensible, superficial, loquacious; 4. notice on what subjects they were respectively interested; 5. request advice in what manner you ought to conduct yourself in company.

LESSON 248.

EXERCISE.—*Answer to the preceding on Conversation*;—1. Express your thanks for the confidence placed in your judgment; 2. in promiscuous company not to intrude our sentiments, to wait for a proper opportunity; 3. not to speak on a subject which we do not understand; 4. to endeavour by reading and study to become acquainted with the useful parts of knowledge; 5. never to assert with undue confidence;—6. endeavour to please and improve those with whom you converse; 7. avoid a censorious disposition; 8. state when a company ought to be abandoned.

LESSON 249.

EXERCISE.—*To a younger Brother on Conduct*;—1. State that as you are beginning life it is necessary to know what is the safest course; 2. show the advantages of a good character;—3. in whom do men naturally confide;—4. why we should abandon childish levity; 5. what qualities we should especially study.

LESSON 250.

EXERCISE.—*Answer to the preceding*;—1. Mention your thanks for your brother's kind remarks; 2. notice each particular, and state your own remarks from observations you have made at school; 3. state what you may expect from the world;—4. what qualities alone will afford real happiness.

LESSON 251

EXERCISE.—*Write to your Teacher*;—1. Tell him for what properties the dog is distinguished. 2. Mention two or three instances which have occurred to yourself of sagacity displayed

by dogs. 3. Mention for what the mastiff is useful, the painter, the foxhound, the greyhound, and the sheep-dog.

LESSON 252.

EXERCISE.—*Write to your Teacher on the Horse*;—1. Describe its qualities, mention in what countries there are wild horses; 2. what precautions they take to guard against danger; 3. mention some anecdotes of the horse.

LESSON 253.

EXERCISE.—*Write to your Father about Linen*;—1. State how it is procured; 2. describe the different processes used in preparing flax; 3. mention what is meant by *flax* or *lint* and *tow*; 4. state how the lint is spun into yarn. 5. Mention the various purposes to which linen is applied.

LESSON 254.

EXERCISE.—*Write to your Teacher about Glass*;—1. Mention how it is made; 2. how, and by whom it was discovered; 3. mention some things made of glass; 4. mention what substitute was used before glass windows were introduced.

SECTION III.—LETTERS OF BUSINESS.

RULE. In Letters of Business, the style must be plain and concise, and the language clearly expressive of the purpose. quaint expressions and rhetorical figures must be avoided, and also that cant elliptical style of expression which is so prevalent among tradesmen of inferior education. This absurd mode is not only a base mutilation of language, but calculated to render the meaning unintelligible.

MODELS.

1.—PAYMENT OF AN ACCOUNT REQUESTED.

Leeds, July 1st, 1848.

Sir,

Having a large and unexpected demand made on me, which repeated disappointments render it difficult for me

to answer, I have taken the liberty of enclosing your account, and shall feel myself particularly obliged by the remittance of its amount before next Thursday. Excuse a freedom which nothing but the urgency of existing circumstances could have induced me to take, and believe me to be,

Sir, Yours very respectfully,
A. P.—

II.—ANSWER TO THE PRECEDING.

Sir,

Leeds, July 2nd, 1848.

No apology was necessary for demanding a debt which is justly due. It gives me much pleasure to find myself able to send you £100, which you may place to my credit; and the balance, which you know is very inconsiderable, shall be settled at our first meeting. In the mean time,

I am, Sir,
Your obedient Servant,
S. W.—

LESSON 255.

1. A letter requesting information respecting the character of a Book-keeper.

2. *Answer to the same.*

LESSON 256.

1. An Apology for neglect of punctual Payment.

2. An *Answer* to this.

LESSON 257.

1. A request for a Loan of Money.

2. An *Answer* to this.

LESSON 258.

1. Letter from a Young Tradesman to a wholesale house requesting Credit.

2. *Answer to the same.*

LESSON 259.

1. A Letter announcing a dissolution of partnership, and requesting patronage to the new firm.

2. *Answer to the same.*

SECTION IV. — GENERAL LETTERS.

RULE 1. Before you commence writing a Letter, and particularly if the subject be of importance, form a clear conception in your own mind of its nature and purport, what sentiments are the most appropriate for you to express, and the most suitable for your correspondent to read.

2. The *character* of the person whom you address, as well as the *station* in life which he occupies, will evidently require great consideration. It would be improper to employ the same modes of expression in addressing persons above, below, and on a level with ourselves. Youth, manhood, and old age; friends and strangers; the learned and illiterate; persons in public and private stations; must all be distinguished by language adapted to their peculiar circumstances. Still, it must be remembered, that, in adapting the style to the subject and character, nothing more is requisite than would naturally take place, in deliberate conversation with the same individuals, on the same interesting topics.

3. Though different subjects require different qualities of composition, corresponding to the peculiarities of their nature, yet all letters will require neatness, ease, and perspicuity.

A GENERAL RULE.—In subjects of weight and importance, the language should be solemn and forcible; in matters of inferior consequence, free, easy, or humorous; in narrations, concise, clear, and distinct; in exhortation, grave, serious, and energetic; in congratulation, sprightly and expressive of joyful emotions; in condolence, sympathetic, and consolatory; in request, modest, respectful, and ingenuous; and in granting a favour, affable and unostentatious.

4. Let the *principal circumstances* occupy the most prominent position in a sentence. Study brevity of expression as much as perspicuity will allow. Let the different subjects be separated either by a dash, or by the commencement of a new paragraph.

5. Neither *quotations* in foreign languages, nor any classical allusions, should be inserted, except when you are writing to persons to whom they will be intelligible. At the same time, low colloquial phrases, proverbial expressions, and trite common-place remarks, are indications either of mental imbecility, want of proper education, or of association with vulgar company.

6. The *Orthography* must be correct, the sentences clearly and compactly constructed, and the clauses and members distinguished by appropriate points or stops.

LESSON 260.

EXERCISE.—*Write to your Teacher on the state of Britain at the time of the Roman invasion*;—1. Describe the dress of the Britons, 2. their houses, 3. agriculture, 4. mode of fishing, 5. warfare, 6. religion, and 7. government.

LESSON 261.

EXERCISE.—*Write to your Teacher on the character of Alfred*;—1. State the difficulties by which he was surrounded; 2. the mode he adopted to protect his kingdom; 3. his application to business; 4. his wise laws; 5. a summary of his character.

LESSON 262.

EXERCISE.—*Write to your Teacher on the Crusades*;—1. Explain their rise, 2. progress, and 3. influence on morals, 4. manners, 5. institutions, and 6. trade.

LESSON 263.

EXERCISE.—*Write on the Magna Charta*;—1. State the origin and history of this; 2. its nature and benefits.

LESSON 264.

EXERCISE.—*On the Origin of the House of Commons*;—1. State in whose reign this occurred, and 2. under what circumstances; 3. the power which it at first possessed; 4. the benefits which it confers on Britons.

LESSON 265.

EXERCISE.—*On the Feudal System*;—1. Detail the rise of this system; 2. its nature; 3. and the cause of its gradual extinction.

LESSON 266.

EXERCISE.—*On the Wars of the Roses*;—1. State the origin of these wars; 2. state the disastrous consequences;—3. the emblem of each party; 4. the cause of their termination.

LESSON 267.

EXERCISE.—*On the Reformation*;—1. State the causes which led to the Reformation; 2. the principal actors concerned in it; 3. the blessings resulting from it.

LESSON 268.

EXERCISE.—*On Monasteries*;—1. State the origin of Monasteries; 2. in what manner the monks employed their time; 3. what led to the suppression of monasteries.

LESSON 269.

EXERCISE.—*The Buccaneers*;—1. State the origin of bucaneeing; 2. mention the principal English bucaneeers; 3. detail the exploits of some of these.

LESSON 270.

EXERCISE.—*The Civil Wars*;—1. State the origin of the civil wars; 2. mention the principal persons concerned in them; 3. detail their disastrous consequences to the Monarch.

LESSON 271.

EXERCISE.—*The Restoration*;—1. State by whose means principally the Restoration was effected; 2. detail the state of the country at this time; 3. describe the character of Charles II.

LESSON 272.

EXERCISE.—*The Revolution*;—1. State what led to the Revolution; 2. mention the principal actors in it; 3. what changes were effected in our constitution.

LESSON 273.

EXERCISE.—*On Attention in Reading*;—1. Show its importance both as to the words and the sense; 2. exemplify its advantages; 3. state the difference between poetry and prose when treating of the same subjects; 4. mention the figures of speech occurring in verse; 5. exemplify this from Latin, French, or English poets; 6. how is Envy represented by the poets; 7. describe the effects of envy.

LESSON 274.

EXERCISE.—1. Mention the principal empires of antiquity with the date of their commencement; 2. state the events which occurred in 1656, A.M.; 3. in 3247; 4. in 4004; 5. in the year 622, A.D.; 6. in 800, A.D.

LESSON 275.

EXERCISE.—1. Point out the difference between poetic and prosaic diction; 2. illustrate this by several quotations from the poets.

LESSON 276.

EXERCISE.—*On Oratory*;—1. Show the importance of oratory in parliament; 2. in the church; 3. at the bar; 4. in ordinary parochial meetings; 5. point out the business of the orator; 6. quote or rather give an original specimen of persuasion with illustrations.

LESSON 277.

EXERCISE.—*On Memory*;—1. Show upon what the acquisition of a good memory principally depends; 2. illustrate this;

3. show the importance of the habit of close attention ; 4. mention a characteristic of a little mind.

LESSON 278.

EXERCISE.—*On Ambition* ;—1. Explain ambition ; 2. emulation ; 3. what kind of ambition characterises a weak boy,—4. a weak man ; 5. what quality distinguishes boys of sense,—6. men of sense ; 7. what ancient nations were remarkable for their love of excellence.

LESSON 279.

EXERCISE.—*Writing Themes* ;—1. Suppose Virtue were proposed to you for a subject, state how you would begin to write about it ; 2. show that virtue consists in doing good ; 3. in speaking the truth ; 4. prove that it is advantageous to all.

LESSON 280.

EXERCISE.—*Truth and Probity* ;—1. Show how necessary these are in all stations ; 2. show that the tendency of vice is downwards ; 3. show that a young liar will become an old one, a young cheat a confirmed one ; 4. show the folly of allowing any one to induce you to undervalue morality.

DIRECTIONS FOR ADDRESSING PERSONS OF EVERY RANK,

BOTH IN WRITING AND SPEAKING.

ROYAL FAMILY.

KING OR QUEEN:

Superscription.—To the King's (or Queen's) Most Excellent Majesty.

Commencement.—Sire, (or Madam).

Conclusion.—I remain,

With profound veneration,

Sire, (or Madam)

Your Majesty's most faithful Subject
and dutiful Servant.

Address in speaking to.—Sire, (or Madam); Your Majesty; or, May it please your Majesty.

PRINCE ALBERT, AND PRINCES AND PRINCESSES OF THE BLOOD ROYAL:*

Superscription.—To His (or Her) Royal Highness, &c.

Commencement.—Sir, (or Madam).

Conclusion.—I remain,

With the greatest respect,

Sir, (or Madam)

Your Royal Highness's most dutiful,
and most obedient humble Servant.

Address in speaking to.—Sir, (or Madam); Your Royal Highness; or, May it please your Royal Highness.

NOBILITY AND GENTRY.

DUKES AND DUCHESSSES:

Superscription.—To his Grace the Duke of —; or, Her Grace the Duchess of —.

* *Blood Royal.*—That is, the sons and daughters, brothers and sisters, uncles and aunts of the King or Queen Regnant. But the Princes and Princesses of the Blood, that is, the nephews, nieces, and cousins of the King or Queen Regnant, are styled *Highness* merely; as,

"To His Highness

"The Prince George of Cambridge."

Commencement.—My Lord Duke (or Madam).

Conclusion.—I have the honour to be, My Lord Duke, (Madam), Your Grace's most devoted and obedient Servant.

Address in speaking to.—Your Grace; or, May it please your Grace; or, My Lord, (or Madam).

In addressing all below the rank of Duchess, who have the title *Lady*, tradesmen should use the words *My Lady*, instead of *Madam*, and servants and other persons in inferior stations, *May it please your Ladyship*.

MARQUESSSES AND MARCHIONESSES:

Superscription.—To the Most Honourable The Marquess or Marchioness of ———.

Commencement.—My Lord Marquess, (or Madam).

Conclusion.—I have the honour to be,

My Lord Marquess, (or Madam),

Your Lordship's (or Ladyship's)

Most obedient, and most humble Servant.

Address in speaking to.—My Lord, (or Madam); or, May it please your Lordship (or Ladyship).

EARLS AND COUNTESSSES:

Superscription.—To the Right Honourable the Earl (or Countess) of ———.

Commencement.—My Lord, (or Madam).

Conclusion.—I have the honour to be,

My Lord, (or Madam)

Your Lordship's (or Ladyship's)

Most obedient, and very humble Servant.

Address in speaking to.—My Lord, (or Madam); or, Your Lordship (or Ladyship.)

VISCOUNTS AND VISCOUNTESSES:—BARONS AND BARONESSSES:

The form of superscription and address the same as to *Earls* and *Countesses*; as, To the Right Honourable the Viscount (or Viscountess, or Baron or Baroness ———.)

BARONETS AND KNIGHTS:

Superscription.—To Sir ——— (and in the case of a Baronet) Bart.

WIVES of Baronets and Knights.—To Lady—Madam.

ESQUIRES:

The Persons legally entitled to this title are, 1. The eldest sons of Knights, and their eldest sons in perpetual succession. 2. The eldest sons of the younger sons of Peers, and their eldest sons in like succession. 3. Esquires by virtue of their office, as Justices of the Peace. 4. Esquires of Knights of the Bath, each of whom constitutes three at his installation. 5. All that are styled "*Esquires*" by the King (or

Queen) in their commissions and appointments. The title of *Esquire* is, however, now given to every man of respectability; and, to persons who are entitled to superior consideration, &c., &c., are generally added to the superscription.

The Wives of Gentlemen, where several of the same family are married, are distinguished by the Christian name of their husband.

TITLES BY COURTESY:

The sons of Dukes, Marquesses, and the *eldest* sons of Earls are called Lords, and their daughters Ladies. When there are other peerages in the family, the eldest son in such cases takes the title next in dignity. Thus the eldest son of the Duke of Norfolk, is called Earl of Surrey.

RIGHT HONOURABLE:

The title Right Honourable is given, 1. To the sons and daughters of Dukes and Marquesses, and to the daughters and *eldest* sons of Earls. 2. To all the members of Her Majesty's Most Honourable Privy Council. 3. To the Speaker of the House of Commons. 4. To the Lord Chancellor, the Lord Chief Justices, and the Lord Chief Baron. 5. To the Lord Mayor of London—York—Dublin, and to the Lord Provost of Edinburgh, during the time they are in office.

HONOURABLE:

The title of Honourable is given to the *younger* sons of Earls, and all the sons and daughters of Viscounts and Barons. Also, to the Puisne Judges and the Barons of the Exchequer. Commissioners of Government Boards and Departments, and also the Directors of the Bank of England, East India Company, are generally styled "Honourable."

EXCELLENCY:

This title is given to all Ambassadors, Plenipotentiaries, the Lord Lieutenant and Lord Justices of Ireland, the Governor of Canada, &c.

ARCHBISHOP:

Commencement.—To his Grace the Lord Archbishop of ——. My Lord Archbishop.

Address in speaking to.—Your Grace; or, My Lord.

The Wives of Archbishops and Bishops, Chancellors and Judges, Generals and Admirals, are addressed merely as "Mrs." and "Madam," unless they possess a title in their own right, or through their husband, independent of his official rank.

BISHOPS:

Commencement.—To the Right Reverend, the Lord Bishop of ——. My Lord Bishop.

Address in speaking to.—My Lord; or, Your Lordship.

DEANS:

To the Very Reverend, the Dean of _____. Mr. Dean ; or, Reverend Sir.

ARCHDEACONS:

Commencement.—To the Venerable, the Archdeacon of _____. Mr. Archdeacon ; or, Reverend Sir.

CLERGYMEN:

Commencement.—To the Reverend William (or whatever the Christian name may be.) Reverend Sir. When the Christian name is not known, To the Reverend Mr. is preferable to Reverend _____ with a dash.

RIGHT WORSHIPFUL AND WORSHIPFUL:

Commencement.—To the Sheriffs, Aldermen, and Recorder of the City of London, the title of Right Worshipful is given ; and that of Worshipful to the Mayors and Recorders of other Corporations. Justices of the Peace are also entitled to Worshipful and Your Worship.

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